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ABSTRACT

This document establishes highly detailed benchmarks for literacy and numeracy (initial, developing, and adequate) in three phases. The guide is a series of tables detailing language competencies, literacy competencies, and conditions as well as sample tasks and examples for each of the three levels in each of the three phases. It details reading, writing, and numeracy skills for English-as-a-Second-Language (ESL) Adults who have little or no literacy skills in their first language. (Contains 37 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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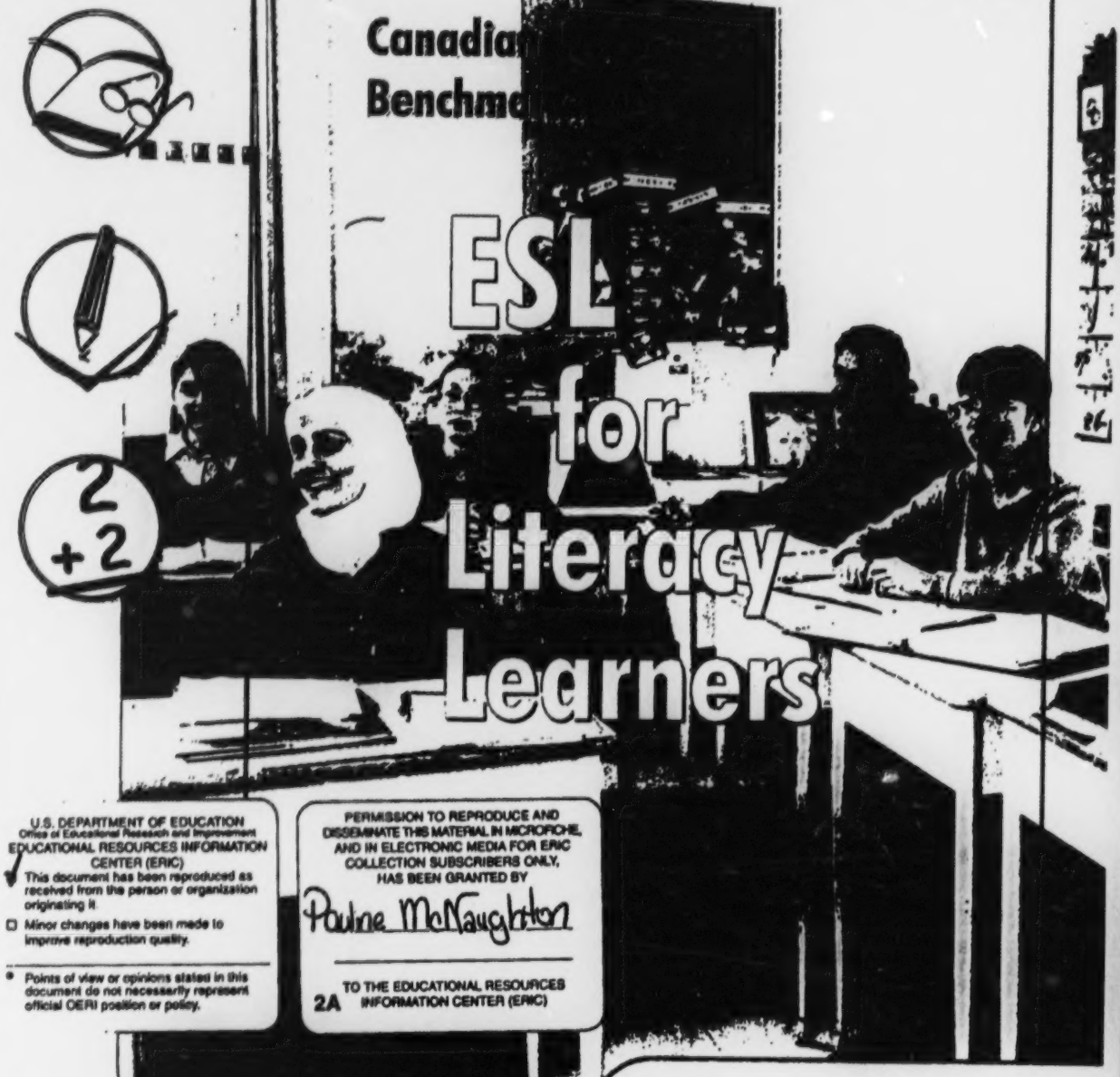
ESL for Literacy Learners



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Canadian Language Benchmarks 2000:

ESL for Literacy Learners

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Table of Contents

I. Writing Team I

II. Acknowledgements I

III. Introduction II

A. What Is ESL Literacy? II
B. What Are ESL Literacy Benchmarks? IV
C. Why Is Numeracy Included? IV
D. Who Should Use The ESL Literacy Benchmarks? IV
E. How Do The ESL Literacy Benchmarks Relate To The ESL For Adults Benchmarks? IV
F. What Is The Content And Organization Of The ESL Literacy Benchmarks? VI
G. How Are Students Likely To Progress Through The ESL Literacy Benchmarks? VII
H. How Should The ESL Literacy Benchmarks Be Used? VIII
I. How Do People Learn To Read? X
J. What Are Some Suggestions For ESL Literacy Methodology? XII
K. What Are Some Suggestions For Choosing Or Developing Materials? XV

IV. CLB ESL Literacy Foundation Phase

Overview 2
ESL Literacy Reading Foundation Phase - Initial 4
ESL Literacy Reading Foundation Phase - Developing 6
ESL Literacy Writing Foundation Phase 8

V. CLB ESL Literacy Phase I

Overview 10
ESL Literacy Reading Phase I - Initial 12
ESL Literacy Reading Phase I - Developing 14
ESL Literacy Reading Phase I - Adequate 16
ESL Literacy Writing Phase I - Initial 18
ESL Literacy Writing Phase I - Developing 20
ESL Literacy Writing Phase I - Adequate 22
ESL Literacy Numeracy Phase I 24

VI. CLB ESL Literacy Phase II

Overview 30
ESL Literacy Reading Phase II - Initial 32
ESL Literacy Reading Phase II - Developing 34
ESL Literacy Reading Phase II - Adequate 36
ESL Literacy Writing Phase II - Initial 38
ESL Literacy Writing Phase II - Developing 40
ESL Literacy Writing Phase II - Adequate 42
ESL Literacy Numeracy Phase II 44

VII. CLB ESL Literacy Phase III

Overview 50
ESL Literacy Reading Phase III - Initial 52
ESL Literacy Reading Phase III - Developing 54
ESL Literacy Reading Phase III - Adequate 56
ESL Literacy Writing Phase III - Initial 58
ESL Literacy Writing Phase III - Developing 60
ESL Literacy Writing Phase III - Adequate 62
ESL Literacy Numeracy Phase III 64

VIII. References LXXI

I. Writing Team

The members of the *Canadian Language Benchmarks 2000, ESL for Literacy Learners* Writing Team were Kathy Angst, Brenda Beer, Sue Martin, Wendy Rebeck, and Nicole Sibilleau; Team Leader was Linda Johansson. All are long-time ESL Literacy teachers with Winnipeg School Division No. 1, Adult ESL Centre of Winnipeg.

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Bell, J. and Burnaby, B. (1984). *A Handbook for ESL Literacy*. Toronto, Ontario: OISE.

Monteith, L. and Geraci, K. (1996). *Canadian Language Benchmarks, ESL for Literacy Learners, Working Document.* Ottawa, Ontario: Minister of Supply and Services Canada.

Hutt, N., Young, L. and Crawford, K. (1997). *The Revised LINC Literacy Component of the LINC Curriculum Guidelines*. Toronto, Ontario: Citizenship and Immigration Canada.

Note: Much of the Introduction in this document was originally printed in the 1996 Canadian Language Benchmarks, ESL for Literacy Learners, Working Document.

A. What Is ESL Literacy?

ESL Literacy is a program for individuals who are learning English as a Second Language and who are not functionally literate in their own language for a variety of reasons. They may:

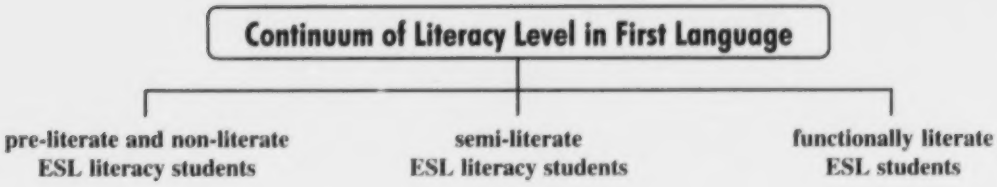
1. Be speakers of a language that lacks a written code, so they may not have needed to know how to read or write until coming to Canada;
2. Have had very little education (one or two years) in their home countries;
3. Have gone to school for up to eight years, although sometimes with sporadic attendance for reasons, such as family responsibilities, ill health, war etc. They understand, to some extent, that the written word signifies meaning. However, they don't usually have the skills to read new words. They probably lack what is often termed "study skills," such as organizing papers in a binder, dating new papers, reviewing new material or doing homework. They may tend to avoid reading or writing whenever possible, and may have preconceived notions of reading and writing that might hinder progress in the class;
4. Have come from a country with a non-Roman alphabet. They will have difficulties learning to read English, adjusting to the new phonetical and syntactic nature of the English language, but have acquired reading and study skills, which can transfer to a second language situation. (Bell & Burnaby; 1984:3-6)

Three other groups of learners may also be in ESL Literacy classes, BUT THEY ARE NOT TRUE ESL LITERACY LEARNERS:

1. Learners who may have learning disabilities,
2. Learners who have been through trauma of some kind, and
3. Learners who are literate in their native language, but who may prefer (for various reasons such as age, health, family situation) to participate in a slower-paced class with a more collaborative approach usually found in an ESL Literacy class.

An ESL Literacy class may have any combination of the above learners. It is crucial to recognize how their life and education experiences and feelings can affect learners' confidence in learning. Experienced ESL Literacy teachers often speak of the need to consider the whole person when developing and delivering an ESL Literacy program. These considerations extend to programming timelines, content and instructional methodologies.

There is a continuum of ESL Literacy learners (see illustration), with commonly used literacy terminology. There is controversy in the field over the use of these terms. They are used here, however, for the sake of clarity.


Continuum of Literacy Level in First Language
pre-literate and non-literate ESL literacy students
semi-literate ESL literacy students
functionally literate ESL students

Pre-literate -

Although this terminology is unfortunate, "pre-literate" is generally used to describe an individual who lives in an oral culture and whose language does not have a written form or only acquired a written form recently. Some people in this category came to Canada in the late 1970's and early 1980's as refugees. This term may also apply to some Somali and Ethiopian students whose first language has no written form.

Non-literate -

This describes a person who does not read or write at all in any language but lives in a literate society. This would describe an individual from El Salvador who has farmed all his life and never needed to learn to read and write until he came to Canada.

Semi-literate -

This term describes a person who has some reading and writing skills in her own language but is not functionally literate in her first language. This would describe a person who grew up in the Azores of Portugal and only went to Grade 4 before quitting school to work. This would also describe an individual from Afghanistan who learned to read and write somewhat but whose education was continually interrupted during the war.

Non-Roman Alphabet Learner

Within this category there are at least two sub-categories of learners.

Non-Roman Alphabet ESL Learner -

This learner is already literate in her own language but the language uses a non-Roman alphabet such as Russian, Greek, Chinese and Punjabi. She needs to learn the new writing system, that is the alphabet, left-right and top to bottom directionality, etc. As she is already literate in her own language she should be able to transfer her already acquired reading skills to English once she masters these changes. This learner brings to the ESL classroom the knowledge already acquired in formal educational settings and usually adapts more quickly to the Canadian educational environment.

Non-Roman Alphabet ESL Literacy Learner -

This type of learner is not functionally literate in his own language and can be situated anywhere along the literacy continuum in the non-literate and semi-literate range. There may be interference in learning the new writing system because he is somewhat familiar with his own system but has not yet mastered it. It is important that the instructor find out exactly where on the literacy continuum he is located and identify any gaps in the learner's repertoire of metacognitive skills. This can only be done by assessing the level of literacy in the first language.

To be effective, ESL Literacy programming must consider the learner as an individual with needs that extend beyond the immediate classroom.

B. What Are ESL Literacy Benchmarks?

The ESL Literacy Benchmarks lay out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The document is also useful with ESL students who are literate in a non-Roman alphabet language and need to learn reading and writing basics in English.

These benchmarks are descriptions of what ESL Literacy students are able to do at various stages of their development. They are not a curriculum, nor are they a test; however, they can be used to inform the development of both.

The ESL Literacy Benchmarks are divided into a pre-reading and writing phase, called the Foundation Phase, followed by Phases I - III.

C. Why Is Numeracy Included?

Since ESL Literacy learners have little or no formal education they may also require basic numeracy skills. These skills are as important in everyday life as being able to read and write. Like reading and writing, numeracy is a communication skill. Numeracy provides a language for dialoguing about quantities, measurement, comparing, identifying patterns, reasoning, and communicating precisely.

Basic numeracy includes addition, subtraction, division, multiplication, decimals, percentages and fractions. Sometimes learners are more comfortable manipulating numbers than words on a page. Developing competence in numeracy can help build the confidence necessary to learn to read and write. It can help adults who may need to deal with situations involving numbers, mathematical ideas, and quantities. Generally, non-Roman alphabet learners, if they are well educated, will not need to learn numeracy skills. However, if they are not fully literate in their first language this may be necessary. Even learners who have had some exposure to math instruction may have been taught quite differently. Some languages have non-Arabic numbering systems, although usually this is found only in older learners.

D. Who Should Use The ESL Literacy Benchmarks?

The ESL Literacy Benchmarks are primarily intended for instructors to help them determine the developmental level of their students and design appropriate teaching/learning activities. They may also be useful to curriculum, material, or test developers.

E. How Do The ESL Literacy Benchmarks Relate To The ESL For Adults Benchmarks?

The ESL for Adults Benchmarks are designed for use with literate learners. The ESL Literacy Benchmarks are designed to be used with the listening and speaking ESL for Adults Benchmarks until such time as the learner has developed sufficient fluency as a reader to move into a regular ESL program or into a literacy program for native speakers of English, such as ABE (Adult Basic Education).

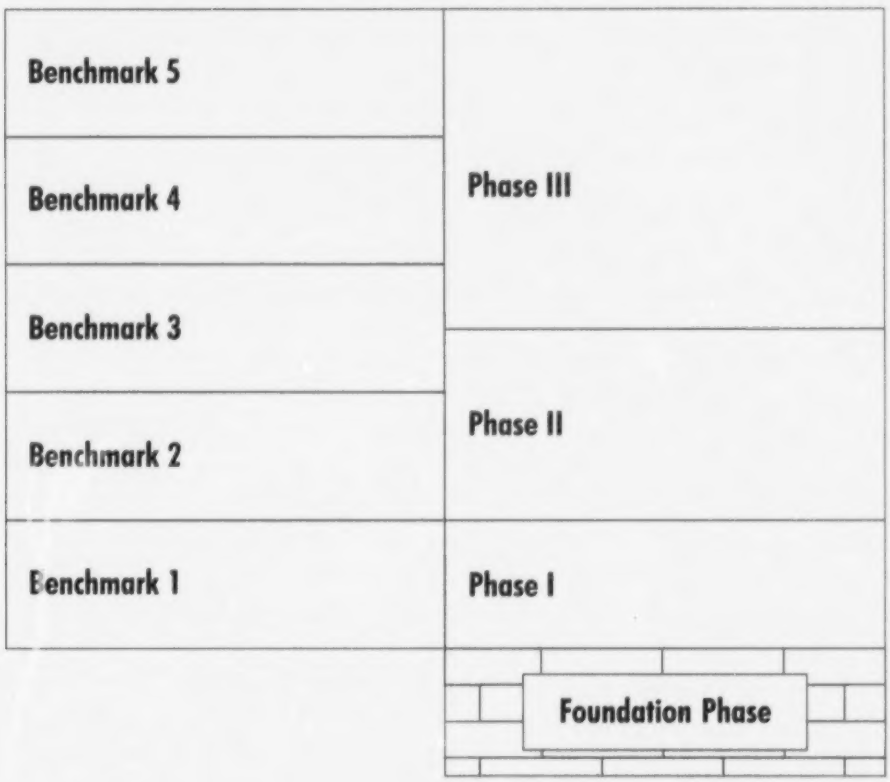
For the ESL Literacy student, these benchmarks replace the early levels of the ESL for Adults reading and writing benchmarks. The exception is the Foundation Phase, which describes the development of the pre-reading and writing skills and knowledge necessary before beginning Phase I reading and writing.

Adult students of ESL usually develop their listening, speaking, reading and writing skills at different rates. It is not uncommon for an adult ESL student to have Canadian Language Benchmarks assessment scores at different levels in the various skill areas. For ESL Literacy students, while

their oral skills can be described on the same scale as ESL for Adults students, their literacy skills require a different description: one which articulates the specific aspects of their literacy development. *Figure 1* illustrates approximate comparative benchmark levels for the ESL for Adults and ESL Literacy descriptors. However, the diagram does not reflect the significant differences in the rate of progress of students in the two streams.

The end of the Phase III ESL Literacy can be viewed as a time of transition. Those students with higher oral/aural levels may be ready to enter an ABE program. Others, whose oral/aural level is closer to their literacy level, would probably benefit from participating in a regular adult ESL class to develop their speaking and listening along with their literacy skills.

Figure 1



F. What Is The Content And Organization Of The ESL Literacy Benchmarks?

As mentioned earlier, the ESL Literacy Benchmarks are described in four phases, Foundation, and Phases I - III.

Foundation Phase

The Foundation Phase describes pre-reading and writing concepts and skills that students must develop prior to Phase I. Students who have never attended school before and have no experience with written text usually need to develop some basics before they can begin to read and write. For example, they may never have held a pen or pencil before and becoming comfortable with this skill can take some time, as any of us who have learned to knit or do brush calligraphy as adults will recognize. Foundation Phase students may need to learn to hold a pencil, make pencil strokes and copy shapes, letters or numbers. They may also be unfamiliar with the concept that the printed page carries meaning, that pictures represent concrete objects, or that we move from left to right and from top to bottom on the written English page.

The Foundation Phase begins with an *overview* that provides a global description, sociocultural and linguistic considerations, learning strategies, and pre-reading and writing strategies for learners in this phase of their ESL Literacy development.

The Foundation Phase of reading has been further divided into two progress points, *Initial* and *Developing* to reflect the development of concepts related to the printed page. The information for each of the progress points is presented in a two-page table.

Phases I - III

Each Phase includes the skill areas of reading, writing and numeracy. Each Phase begins with an *overview* that provides a global description, sociocultural and linguistic considerations, learning strategies, and reading, writing and numeracy strategies for learners in this phase of their ESL Literacy development.

To enable students and teachers to mark student progress, the reading and writing skill areas have been further divided into three progress points: *Initial, Developing* and *Adequate*. These terms, also used in the ESL for Adults Benchmarks, provide some coherence between the two sets of benchmarks and help facilitate student transition between programs. The numeracy benchmarks have not been further divided as it is generally recognized that these skills are linked to overall language and literacy development.

Format of the Tables

The ESL Literacy Benchmarks tables are presented in a two-page spread. The following information is described under each heading:

Reading and Writing

Language Competencies - describes a sample of the communicative functions of reading and writing in which the ESL Literacy skills are contextualized. These functions generally incorporate the functions described in the ESL for Adults Benchmarks and provide the context for the literacy competencies;.

Literacy Competencies - describes the specific literacy concepts or skills related to the language competencies.

Conditions - describes the characteristics of the context and supports the students need to carry out the tasks, such as the size of the type font or sentence length;

Sample Tasks - provides suggestions of possible communicative tasks in which to contextualize the literacy competencies;

Examples - provides a variety of samples of texts - size of font, layout, etc. in reduced form - that would be appropriate at this point in the ESL Literacy student's progress. N.B. These are examples only and not to be considered the only texts that could be used.

Numeracy

Numeracy Competencies - describes a sample of basic numeracy functions and concepts;

Language Competencies - describes aspects of English and literacy related to the numeracy competencies;

Conditions - describes the characteristics of the context and supports that the students need to carry out the tasks, such as the use of concrete objects and manipulatives;

Sample Tasks and Applications - provides suggestions of possible tasks and activities students can do to apply the numeracy skills and concepts; N.B. These are examples only and not to be considered the only tasks that could be used.

G. How Are Students Likely To Progress Through The ESL Literacy Benchmarks?

Progress through the ESL Literacy Benchmarks is likely to be as varied as the learners and significantly affected by factors, such as age, effects of emotional trauma, motivation, experience with formal education, and similarity of the first language to English. However, because of the additional learning burden - ESL Literacy students are learning literacy skills and developing new physical skills in addition to learning English language skills - progress is often more slowly achieved.

Progress may not be steady and fixed. Interruptions in learning and extended periods of time between re-encountering newly-learned concepts and skills can require a re-introduction and practice. Inconsistency in performance from day to day is not uncommon.

It is also not uncommon for students to move in and out of ESL Literacy and mainstream ESL classes from time to time. Beginning ESL Literacy students may develop sufficient literacy skills that they are able to move into a regular ESL class. However, if their oral skill development out-paces their literacy skill development, they may feel more comfortable moving into an ESL Literacy class again for a period of time.

Some Learner Profiles

The following profiles represent learners at different stages along the ESL Literacy – ESL continuum

Learner Profile 1

Jorge is a 41 year old from El Salvador who has been in Canada five months. He worked as a farmer in his country. He went to school for six years as a child, although his attendance was irregular due to the school's distance from his village and his need to work on the family farm seasonally. As an adult, he never felt comfortable reading or writing and relied on others in the community to do it for him.

He has a basic vocabulary of sight words in Spanish, which he can read when they are in isolation. He is not comfortable writing much more than his name. He has basic numeracy skills of counting, adding and subtracting, all of which he does in his head.

Since his arrival in Canada, he has picked up some survival English words and phrases. His English is completely oral: he cannot read or write English.

Jorge is just beyond an *initial* point in Phase I of reading, writing and numeracy. His listening is around Benchmark 1 and his speaking is about ESL Benchmark 2.

Learner Profile 2

Amala is from Ethiopia. She is 27 years old and has been in Canada three months. In Ethiopia, she never attended school because as the eldest daughter she was expected to stay home and take care of her younger siblings. She never learned to read or write in Amharic. She counts to 100 and can do very basic addition and subtraction.

Since her arrival in Canada, she has attended English classes and has learned English very quickly. She is able to communicate and understand spoken English in her daily activities. She is just starting to learn the written form of words she knows orally.

Amala is at about a *developing* point of the Foundation Phase of reading and writing. Her numeracy skills are a Phase I and her listening and speaking are around ESL Benchmark 4.

Learner Profile 3

Maria has lived in Canada for over 30 years since arriving from her native Portugal at the age of 16. She went to school as a child for four years, then quit to work in the family business.

Soon after her arrival in Canada, she was hired as a cleaner in a large urban hospital. She works there still, within a group of employees largely of the same background. They communicate in Portuguese to each other and in English to other hospital staff.

Maria speaks English quite fluently, though she has never attended an English class. She never learned to read or write in English. Maria has good basic numeracy skills; she can figure out her change when shopping and manage a basic monthly household budget.

Maria is semi-literate and would be considered working at an *initial* point of Phase II for reading and writing, in Phase III for numeracy, around ESL Benchmark 7 in listening and 8 in speaking.

Learner Profile 4

Samjit is a 45 year old man from the Punjab. He has 12 years of education in his country and worked in a bank until he immigrated to Canada six months ago. Since that time he has had to attend to family concerns and has not yet started English classes. He does not speak, understand, read or write any English.

Samjit is a non-Roman alphabet learner who is literate in his first language. He is placed in Phase I for reading and writing but will progress quickly, either moving to a regular ESL class or upward through the ESL Literacy stream.

H. How Should The ESL Literacy Benchmarks Be Used?

As described earlier, these benchmarks describe what a student can do at various phases of their ESL Literacy development. They are not a curriculum, nor are they an assessment tool although they may be used to develop both.

Using ESL Literacy Benchmarks in Assessment

The ESL Literacy Benchmarks provide the basis for developing assessment tools to assist programs and teachers in placing students into appropriate classes and determining progress. Test developers can use the information provided in these descriptors to design appropriate assessment tasks and performance criteria.

ESL Literacy students may perform inconsistently on assessment tasks from day to day. Performance can be affected by a number of factors, such as the amount of teacher support provided during the task, the similarity of the assessment task to previous practice or the familiarity of the students with test-taking strategies. All of this must be taken into consideration when establishing criteria for assessment performance and deciding upon assessment strategies.

Teachers may also want to use the ESL Literacy Benchmarks to develop self-assessment tools for student use.

Using ESL Literacy Benchmarks in Curriculum Development

Benchmarks are standards by which we measure progress. They are outcomes. The ESL Literacy Benchmarks are the anticipated outcomes at various phases of the student's development and for each benchmark, indicators of achievement are listed. These specific indicators help the instructor to decide if the learner is able to achieve the outcome.

By contrast, curriculum is the means by which learners achieve outcomes. The ESL Literacy Benchmarks do not outline what the teacher does in the classroom to facilitate learning. A program or teacher could use the ESL Literacy Benchmarks to set learning objectives and identify activities and tasks.

The ESL Benchmarks do not describe the contexts or themes in which the literacy skills and concepts can be taught. In a learner-centred program, a needs assessment should be conducted to reveal the contexts that the students need, such as shopping, going to the doctor, finding a job. The development of ESL Literacy skills can take place within these themes using relevant materials and language.

The ESL Literacy Benchmarks also do not prescribe a methodology although there are a number of suggestions implied. For more ideas on teaching ESL Literacy, teachers are referred to the section, WHAT ARE SOME SUGGESTIONS FOR METHODOLOGY?, in this introduction. In addition, Jill Bell's book, *A Handbook for ESL Literacy* is a very valuable resource.

Programs may also find the ESL Literacy Benchmarks to be a useful resource in developing reporting protocols to assist teachers in providing feedback to the learners on their progress.

Limitations of using benchmarks to show progression in ESL Literacy development

Benchmarks showing progression in ESL Literacy development have certain limitations and can create some mis-leading conclusions. They may suggest that ESL Literacy learning can be neatly "boxified" into a particular rubric, when, in fact, learning is continuous and fluid. Students may be able to do some things at one degree of competence and function at another level in something else and are thus likely to overlap the boundaries between phases at times.

Benchmarks do not show the amount of time required to learn one thing or another, nor do they show the relative importance of the various aspects of reading and writing or their impact on learning other concepts.

Benchmarks such as these are usually limited in scope to a representative sample of competencies. They tend, therefore to focus our attention on those things which are easily measurable and may omit aspects of learning which are equally important but less easily tested.

I. How Do People Learn To Read?

There has been a lot of controversy over the issue of how we learn to read for the first time. This section provides an overview of the two major theories of reading and a short description of what most researchers now believe is the process of acquiring reading skills.

Phonics

For a good part of this century children were taught to read through phonics. This method is an application of the "bottom-up" theory of reading. Children were often given lists of words and taught to decode them. While some children learned to read this way, some did not. Critics of this method claim that children who learn to read this way get so caught up in trying to decode the sounds of the word that they do not understand what they are reading. In other words, they are not reading for meaning. If they are not reading for meaning, then they are not receiving the message the author is trying to convey and hence, they are not really reading at all.

Whole Language

In 1971, Frank Smith published *Understanding Reading*, which proposed the idea that we do not attend to individual letters when we read nor do we read every word in a sentence. Rather than learning to identify individual sounds, Smith proposed that children learn to read by predicting what words will be in the text by relying on visual and non-visual cues including print, pictures, background knowledge, etc. Part of his research was based on watching good readers read.

Understanding Reading contributed to the revival of the Whole Language Movements. Whole Language methodology is described in many different ways. It often includes ensuring that learners are only given "real" or authentic reading material and that the wider uses of literacy are explored. Whole Language methodology is an application of the "top-down" theory of reading.

Since Smith published his research in the early 1970s technology has improved to the extent that researchers can now accurately follow eye movement as one reads a text. This research shows that good readers do attend to most letters and most words in a sentence. Therefore, "prediction" is not the primary conveyor of meaning, especially in the early stages of learning to read.

Interactive Theories

Currently, the literature supports "interactive" theories. These theories marry Whole Language and phonics, or top-down with bottom-up. An ESL analogy might be to compare communicative approaches to grammar-based methodologies, such as audio-lingual. Interactive theories take what is good from each to produce more effective methodologies.

A good reading and writing program combines the Whole Language approach with the solid development of sequential skills.

Brain-based Learning

Approaches to the teaching of ESL Literacy have also been influenced by research into brain-based learning. Caine and Caine (1997) outline 12 brain/mind learning principles, which basically suggest that learning is enhanced when it involves meaningful, social interaction with the real world. It is also enhanced when learning tasks and activities are varied to respond to the diversity of learning styles within the classroom and tasks are also designed to offer challenge, promote success and minimize threat of failure.

What Are The Characteristics Of A Good Reader?

A good reader can recognize letters, knows the letter-sound correspondences and can identify print conventions so well that it has become automatic. This allows the reader to focus her cognitive capacities on understanding the text. A poor reader for whom this is not automatic will be slowed down considerably and will have fewer cognitive resources to devote to understanding what the author wants to convey.

Cognition And Reading

Cognition and reading research has tended to focus on the study of children learning to read in their native language. However, there are some findings that are of note for teachers of adult ESL Literacy learners. For non-literate learners, research findings may not apply; we cannot assume people learning to read for the first time as adults employ the same cognitive processes as those who were taught as children. Here are four major findings on what makes a good reader, based on research on "poor readers".

Good readers use a wide variety of strategies to understand the message of the text. Poor readers are less likely to use a wide variety of strategies to enhance their reading ability and comprehension even if they are capable of doing so. Strategies such as phonological decoding and uses of short and long-term memory are all less commonly used among poor readers.

Good readers use their resources selectively and efficiently. Poor readers read more slowly and understand less of what they read. Because they have to expend more effort at the level of decoding, poor readers have fewer resources left over for broader textual interpretation.

Good readers get better, poor readers get worse. For those learners with a history of failure with reading, this downward spiral has an impact on their belief that they can ever read well. In the literacy class, it is a question of the learner breaking free of the downward spiral by developing a wide range of reading strategies and techniques.

Research suggests that the act of reading contributes to the development of many cognitive skills. Many adult literacy practitioners have seen this to be true. An adult's inability to read will have an impact on how he performs in other areas of learning. Certain processing abilities that good readers reinforce in the act of reading are lacking in poor readers. By practising reading, learners improve other cognitive skills.

For the ESL Literacy teacher, this means you need to teach reading strategies. You also need to monitor learners as they use the strategies to ensure they are able to employ them independently. It is important, too, to look at other cognitive processes, such as use of short and long-term memory or inferential thinking, that someone without a reading background may need to practise.

What Is Metacognition?

Metacognition is literally knowing about knowing. It includes recognizing when you know something or, when you do not, being able to choose when and how to use a different strategy to learn. For example, when you read a text, you may recognize that you do not understand part or all of what you are reading. You then make a decision to employ a strategy that will help your understanding. One technique may be to re-read the text. If the problem is one of vocabulary, you may look up a word in the dictionary. Perhaps, as a preventative strategy you might decide to stop periodically throughout the text and ask yourself

questions about it to check your understanding. All these are examples of metacognitive strategies a reader applies to monitor her cognitive processes, in this case reading. We use metacognition in all areas of our life whenever we make an effort to learn, study or solve problems.

Both researchers and practitioners in the field of ESL Literacy point to the relationship between a learner's ability to employ metacognitive strategies and her overall confidence in learning. Understanding how, why and when one learns best is a powerful, portable tool. Metacognition is an area that underscores the connection between classroom learning and life and learning. The tools and skills that one learns in the classroom can be applied to real life, and the knowledge and skills one brings from other learning experiences can be transferred for use in the classroom.

> In ESL Literacy we need to ensure that learners know how to monitor their own learning as they learn to read and write. We also need to encourage learners to think about how they learn.

Debate in the little research that has been done on metacognition in adult learners concerns whether adult learners without formal education bring metacognitive strategies to their new learning. Some researchers claim that when an adult learns something for the first time, she must learn the accompanying metacognitive strategies. Others insist that adults can and do transfer metacognitive skills developed for use in a non-educational environment to the classroom.

There is truth on both sides of the debate. Certainly an adult's previous learning cannot be discounted. It often serves as a solid foundation upon which to build new skills. But we also see gaps in literacy learners' metacognitive abilities. They often do not possess the learning strategies needed to succeed in the classroom or they may not recognize a strategy they already know when it is suggested by the instructor. Our task then, is to identify which strategies the learner brings and work with her to transfer the skills for classroom use.

J. What Are Some Suggestions For ESL Literacy Methodology?

We learn from each other: learners from instructors, instructors from learners and learners from learners. By getting to know learners, encouraging self-expression, listening actively and joining discussions, the instructor is truly more a facilitator than an ultimate authority in the classroom. This is especially important in an ESL Literacy class where you may need to reinforce learners' confidence, given their lack of experience in formal educational settings.

Overview

Many ESL Literacy learners prefer "experiential" learning and so the connection to real life in both content and skills developed in the classroom is important. As much as possible, think about the real-life applications of any skills you plan to cover.

Timelines are often a source of frustration in the ESL Literacy class. If learners are consistently unable to accomplish objectives set within timelines, then it may be time to reconsider the timelines and closely examine the program content and delivery.

One general caution is not to make assumptions about what a learner knows or does not know. ESL Literacy instruction is based on building a body of knowledge and skills that includes but is not limited to reading and writing. Learners may be unfamiliar with concepts the instructor considers common knowledge, or may not have a sub-skill required to complete a larger task. For example, a learner cannot acquire the language skills related to telling time if he has not yet learned to "read" a

clock. It is important that we check the learner's understanding of what we teach and not make quick assumptions about why someone is not learning.

Remember to teach each skill within a meaningful context. This reflects the thinking behind the interactive reading theories and brain-based learning.

Teaching Reading

We know a great deal about how children learn to read in their first language and we know a fair amount about how adults learn to speak a second language. Very little has been done, however, on second language acquisition in adults who are also learning to read and write for the first time. We suggest that you teach reading skills as laid out in the Benchmarks. A learner will not be able to derive meaning from print until she has solid word recognition skills. She cannot develop word recognition skills until oral vocabulary in English has been developed.

A learner's confidence is integral to the learning process. This may mean having the confidence to speak or write, to work with others in achieving a task, or to choose the topic to be covered next class. There are many ways of fostering this kind of confidence, and it is essential for the instructor to keep it foremost in mind when planning and delivering the literacy program.

Teaching Listening and Speaking

An ESL Literacy learner may have difficulty learning oral language because he cannot reinforce what he is learning in print. He may also never have thought about language as a system that can be broken down and classified. Therefore, he may have trouble learning common grammatical concepts such as sentences or parts of speech. Take a lot of time developing oral vocabulary (particularly survival words) before proceeding to reading and writing.

Teaching Writing

The Benchmarks include the progression of mechanical skills as well as the types of text appropriate for production at the various phases. As with reading, learners need to understand the mechanical skills before they attempt to write for meaning. This might mean spending time just holding a pencil, or drawing shapes to increase comfort level. When learners are comfortable with the mechanics, they can progress to word and then sentence production, and finally to longer text production. The literacy learner must also become familiar with the differences between written language and oral language. Again, early writing should not emphasize writing words outside of a meaningful context. Once comfortable at this level of expression, however, class work should progress to addressing writing conventions and formalities.

Teaching Numeracy

Basic numeracy should be taught sequentially. As much as possible, the skill you are teaching should be incorporated into the development of language skills including reading and writing. For example, themes of shopping, looking for accommodation and even telling time assume some knowledge of basic numeracy. Check to ensure that your learners know the numeracy concepts before trying to teach them the language for covering these themes.

Developing Cognitive Strategies

Poor readers are less likely to use a range of strategies which help the reader attack a text systematically and understand it better. Teach these strategies explicitly using the Benchmarks as a guide. In early reading, learners might focus on phonetic decoding. Once comfortable with some word recognition, they might progress to using the text to aid comprehension. More advanced ESL Literacy learners might work on identifying themes within a text. Strategies learned in this systematic fashion give learners a sense of control and independence in their learning. Cognitive strategies are also used in developing basic math skills.

For example, if the class focuses on fractions, ensure that learners have the skills to recognize when they are unable to complete a problem, plus other strategies they might use in order to solve the problem a different way.

Developing Metacognitive Strategies

Just as cognitive strategies help the learner to learn, metacognitive strategies monitor that learning. The Benchmarks include metacognitive strategies a learner should be able to employ at the various levels. As with cognitive strategies, these need to be taught explicitly. You can do this by consciously including the metacognitive aspect of any strategy or skill you teach in the classroom, whether listening, speaking, reading or writing.

Metacognitive strategies save learners time and frustration. Rather than doing a lot of work incorrectly and relying on the instructor to tell them they were unsuccessful, learners monitor their own learning and employ interventions when they feel they are not learning. In this scenario, the instructor is more a co-ordinator or facilitator and less the ultimate authority of what is correct or incorrect.

The Role of First Language in the Classroom

As impossible or impractical as it might be given your resources, use first language for conceptual work whenever possible. This includes developing cognitive and metacognitive strategies. The connection between first language and comprehension in second language literacy cannot be emphasized enough. First language can serve as a basis upon which new learning is built. This is most obvious with educated ESL learners, for whom learning a second language is often a matter of translating already acquired knowledge into the new language. ESL Literacy learners who do not have educational experience may be unfamiliar with the type of abstract thinking usually taught in school. For these learners, it is not simply a question of translating information, but of learning about and creating a framework within which to put new knowledge.

ESL Literacy learners, especially those with no formal education, separate the new information and skills they are learning in class from what they already know. That is, they may not necessarily make the connection between what is learned in English and what they already know in their own language. Or, they may have difficulty because they have not yet learned the concept in their first language. Take the example of a learner who is being taught directions – north, south, east and west – for the first time in English. If he never used this method of directionality in his own country, there is no previous experience or quick translation he can rely on in order to understand easily what is being taught. This presents an added obstacle to the instructor, who must struggle not only to teach the vocabulary but also the concept.

As a learner gains more vocabulary and more confidence in his ability to learn in a more formal setting this may become less of a problem. Of course, this occurs with literate ESL students, too, but there is often a flexibility and capacity for abstract thinking that a learner without education may not employ so automatically.

Working with Non-Roman Alphabet Learners

Non-Roman alphabet learners can be divided into two categories. One group is literate in a non-Roman alphabet language and needs to learn the Roman alphabet before tackling English reading and writing. As much as possible, draw on the learner's knowledge of the first language's writing system. For example, it is easier to explain directionality of print to someone who already knows how to read than to someone who is learning to read for the first time.

You can point out that in English we read left to right. This will take some getting used to. If the learner's language does not use an alphabet, he will require a lot of time learning the alphabet and corresponding sounds.

The second group is semi-literate in a non-Roman alphabet language and needs to learn the Roman alphabet as well as acquire new literacy skills. This learner's progress will reflect the stages of a new reader learning to read but may have some interference from knowledge he has acquired about the writing system in the first language.

K. What Are Some Suggestions For Choosing Or Developing Materials?

Appropriate materials are particularly important for ESL Literacy learners. The goal in the ESL Literacy class is that learners will be able to interact comfortably with authentic materials found in the real world. However, at certain phases of their ESL Literacy development, teacher-made and adapted materials may be most suitable. There are two main factors that need to be considered, *clarity of language* and *format*.

Clarity of Language

ESL Literacy learners benefit from having substantial context in their materials. Pictures related to the text and realia (real, concrete items) help learners understand what they are reading. The amount and familiarity of vocabulary are also important features to consider. Introduction of new written vocabulary should follow considerable interaction with the words orally. Introduce new words in limited numbers in written materials with sufficient opportunity to interact with them numerous times. Short sentences are easier to read and complex structures should be avoided if possible at the earlier phases of development. New readers also find sentences written in the active voice much easier to understand than those written in the passive voice.

Format of the material

Design features of material are critical features of text difficulty. The more white space on a page surrounding the written text, the easier the page is to read. Font size and type are two other important features affecting text difficulty. Larger fonts minimize barriers to understanding in ESL Literacy materials. At the earliest phases, using a 16 - 20 point font is helpful. While occasional words or phrases that might be seen as signs or on forms (STOP, EXIT, NAME, HAPPY BIRTHDAY!) may be written all in upper case letters, sentences written all in upper case are difficult to read. The choice of font type can affect the ease with which an ESL learner can read material. Generally, sans serif fonts are considered easier to read than serif fonts. Choose a font that is basic, similar to printed letters, such as Comic Sans MS, Univers, or Arial. Avoid fonts with decorative features.

And Finally...

Learning English while learning to read and write for the first time is a daunting task. It may take learners quite some time to reach the end of Phase 3. The ESL Literacy Benchmarks provide a framework to help learners move through the stages from being a non-reader to reading fluently. They reflect both "top-down" (Whole Language) and "bottom-up" (phonics) theories of learning to read. In this context we can offer a rich learning environment for people who may never have experienced a formal educational setting.

Foundation Phase

Overview ..... page 2

Reading Foundation Phase Initial ..... page 4

Reading Foundation Phase Developing ..... page 6

Writing Foundation Phase ..... page 8

Global Description

The Foundation Phase describes a small minority of beginning ESL Literacy second language learners who need to develop and practice the specific visual and motor/ mechanical skills that are needed in the pre-reading and pre-writing literacy processes. Pre-reading and pre-writing concepts may need to be explained in their first language (L1) by interpreters if learners lack previous reading experience or are unable to make the connection between what is learned in English and what they already know in L1.

Reading

A Foundation ESL Literacy learner may have limited or no understanding of:

- Reading readiness concepts such as the connection between the real world and oral language and print
- Reading conventions such as left-right or top-down directionality.

A learner in this phase has:

- No understanding of letter/sound correspondence
- No ability to phonetically decode or sound out new words
- Very little or no sight word recognition except for a small number of familiar words in predictable contexts related to immediate needs.

Writing

A Foundation ESL Literacy learner in this phase has no ability to phonetically encode and write unfamiliar words and may be unfamiliar with:

- The basic mechanics of writing at the level of letter, numeral or word, such as holding a pencil, tracing and copying
- Basic writing conventions, such as where to write on the page or line, and the importance of spacing between letters and words
- Pre-writing concepts, such as the understanding that language can be ordered, structured and captured graphically to make meaning.

Sociocultural and Linguistic Considerations

The learner will understand (with the help of an interpreter if available):

- The importance placed on the written word in Canada
- The importance of carrying I.D., such as a health card
- The importance of being able to spell name and address in case of a 911 emergency call or finding one's way home if lost
- The relevance of pre-writing activities which provide a necessary base for developing writing skills
- That literacy skills develop along a continuum over a long period of time
- That in a Canadian classroom they may have to deal with:
  - Sitting at a desk or being indoors all day
  - A teacher/student of the opposite sex
  - A young teacher.

Learning Strategies

Learners in Foundation ESL Literacy classes usually have little or no schooling in their home country. They have developed a number of strategies for coping with survival and everyday living. However, they often lack skills necessary to facilitate successful language learning. At the Foundation Phase, the teacher, perhaps with the aid of an interpreter, will need to encourage learners to adopt strategies, such as:

- Attend school regularly
- Come to school on time, return promptly after coffee breaks, and stay until the end of the class
- Use class time wisely
- Bring school supplies and tools to class
- Bring and wear glasses if needed
- Really believe that it is possible for one to learn to read and write as an adult
- Participate in class activities such as repeating, chanting or singing
- Attempt to listen efficiently and selectively.

In addition, learners at the Foundation Phase may use a variety of compensatory strategies, such as:

- Check accuracy with the teacher, classmates, family or friends at home, or a written model in class
- Ask for help in first language, body language, or one or two words in the second language
- Go through a silent period during which time the learner observes but demonstrates little measurable contribution.

Pre-reading strategies

A Foundation ESL Literacy learner is beginning to:

- Use memory to remember letters or numerals
- Use illustrations and symbols as clues to meaning
- Use prior experience to guess answers.

Pre-writing strategies

A Foundation ESL Literacy learner is beginning to:

- Look back at a model when copying
- Note the placement of letter, word or numeral on the page or line
- Write slowly and clearly
- Attempt to form the letters or numerals carefully and similar to a model
- Practice at school and home.

Sample Tasks

Naming Realia and Pictures

- Pick up, point to or show realia, pictures/ photos, or geometric symbols or pseudo letters
- Play games such as Simon Says, Bingo, Memory, Tic Tac Toe
- Sing songs or chant
- Cut out / match pictures from flyers, and paste them on a worksheet or poster
- Go on a mini field trip of the site to find same/different items
- Participate in interactive activities to look for items that are different or same/different
- Sort items into piles

Left-right and Top-down Directionality

- Arrange pictures according to teacher stimulus, on a boxed grid, to show left-right, top-down directionality
- Cut, paste and arrange visuals on instructor-made worksheets according to model
- Play games
- Listen to teacher and point to or arrange the correct picture showing left-right, top-down directionality
- Listen, point to or arrange pictures to follow left to right, top-down sequencing of events in a story or a story on tape
- Make a class picture book of events based on a field trip or classroom experience, such as making a fruit salad
- Participate in total physical response activities modelled after a series of pictures placed in left-right, top-down sequence, such as miming morning routines

Letter Names

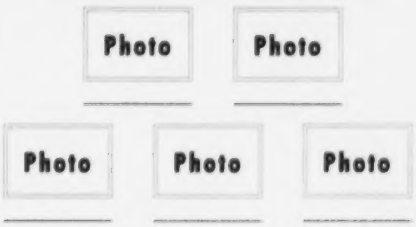
- Read aloud the name of letters on flashcards in small groups, pairs, individually, or with a volunteer
- Listen and place / tape / match letters sequentially on a worksheet or into a pocket chart
- Cut out letters from newspaper headlines or flyers
- Match / sort letters into upper / lower case piles
- Go on a walk-about to identify letters on street signs / building
- Play games to reinforce letter names

Examples

Arranging Pictures

1	2	3
4	5	6

Making a Class Experience Book

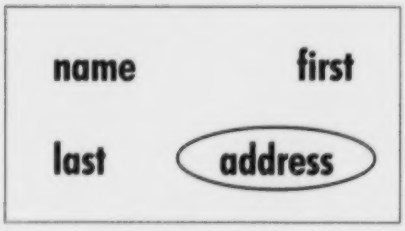


X	p	t
s	f	o
w	◯	a

Language Competencies	Literacy Competencies	Conditions
1. Understand the concept that real objects can be represented · Pictorially on paper · Pictorially on paper in a variety of ways - Size - Colour - Black and white (outline drawing) **2. Understand the concept of *different* with realia** **3. Understand the concept of *same/different*** with · Real objects · Pictures · Geometric symbols · Pseudo letters **4. Understand the concept of *left-right* directionality** with · Pictures (of objects) · Picture stories · Geometric symbols · Pseudo letters **5. Understand the concept of *top-down* directionality** with · Pictures (of objects) · Picture stories · Geometric symbols · Pseudo letters **6. Understand the concept of *left-right, top-down* directionality** using lower case letters **7. Identify letters of the alphabet from memory, using lower case letters** **8. Identify the letters of the alphabet by name, using upper and lower case letters.**	**Match** · Picture to realia · Pictures of various sizes and/or colours Point to / arrange in order the correct item(s) as visual and/or oral stimulus is given, showing · Same / different · Left-right directionality · Top–down directionality Recognize / point to and recite the alphabet by rote memory. Read lower case letter names in isolation from memory, in the following order: *Small letters* · Straight l,v,w,x,z · Circular o,a,c,e,s · Combined r,n,m,u *Tall letters* · Straight l,t,k · Circular b,d · Combined h,f *Letters extending below the line* · Straight y · Circular p,g · Combined j,q Match letters that are the same or different in the same order as above. Match lower to upper case letters by using the letter names in the following order : Straight strokes E,F,H,I,L,T Slant strokes A,K,M,N,V,W,X,Y Circular strokes C,G,J,O,Q,U,S Read upper case letters by name. Recognize letters in different fonts.	Instructions are given with gestures and visual clues. Context strongly supports the utterance, It is · Clear · Functional · Personally relevant · Predictable Visuals should be · Large · Clear · Uncluttered · Realistic Oral/aural must be well developed by the teacher in order to ensure the learner's success. Learners · May not necessarily transfer what they may already know in their first language to what is learned in English · May have difficulty with a concept because they have not learned the concept in L1. · Need a lot of repetition to promote adequate learning · May lack ability to check and note own errors · May become easily frustrated if tasks are not appropriate and achievable at their level. Text · Is clear, easy to read with a lot of white space · Is printed or produced on the computer · Has a consistent font so that significant features of the letters a, g, q, t, and y, are recognizable. · Has a large font which may slowly be decreased over time to 18 pt. · Is not cluttered · A small number of items (3-6)

Sample Tasks	Examples
Recognize and choose own name / address from · Pocket chart in class · Addressed envelopes · 8 or 9 words used in forms and symbols · A teacher-made appointment card	Ali José Maria
Recognize and match form words on flashcards or teacher-made forms in · Lower case to lower case · Upper case to upper case · Lower case to upper case	name first last last name first
Unscramble word puzzles	
Practice for 911 · Spell own name / address · Read aloud personal information	
Arrange letter cards to form words	ad dress
Play games to reinforce and match · Words used in forms *NAME* to *Name* · Words used in forms to personal information *Name* to *Ali*	
Read aloud simple, completed teacher-made forms · Consistent format · Varied format	FIRST NAME address ADDRESS first name
Identify real life survival symbols, such as *STOP*, *HOSPITAL* by · Going on a walkabout of the building or neighbourhood · Going on a scavenger hunt · Taking photos of real signs and making a booklet	
Recognize and point to corresponding symbol as teacher names it.	
Match symbols in large/small groups, pairs or individually	
Play games to help review and develop mastery, such as Bingo	
Cut out/find/circle/point to/count target words used in forms found in magazines/telephone books	First Name Ali Family Name Abdullah Address 245-95 Ellen
Display target vocabulary on word cards/ collages/posters around room for reference to practice target words	

Language Competencies	Literacy Competencies	Conditions
1. Understand the concept that print conveys personal meaning **2. Understand the relationship between words used in forms and personal information** **3. Understand the meaning of common symbols for everyday survival**	Recognize in print, learner's own · First name · Family name · Full name · Address Recognize basic sight words used in forms by providing oral or actional response · In lower case letters · In upper case · In upper and lower case Recognize and match · Basic words used in forms with learner's personal information Recognize basic survival symbols and provide oral (or actional) response H	Learners · May benefit from having language and literacy concepts explained in first language. · Have needs which dictate the level of difficulty of classroom tasks · May need to refer to visual model of spelling such as address on I.D. card · May experience difficulty with letter-sound correspondence in Phase I if exposed too extensively to letter names initially in Foundation Phase · Require repetition to develop pre-reading skills, as they may lack traditional study skills · May lose focus if activity is too long or not personally relevant · May show signs of confusion between the instructions *Show me your name.* and *Show me the word "name".* Teacher-produced flashcards or worksheets are written on lines so that · Learners have continual visual exposure to the letters on the line · The format is consistent Forms are clear and easy to read with large print or 20 pt. font. Pictures, symbols, and realia are · Common, familiar and relevant to learners' lives · In context or in a photograph format

Sample Tasks	Examples
· Demonstrate correct posture and method of holding and using writing apparatus, progressing from - Chalk, to - Large marker, to - Fine marker, to - Pencil · Go on a walk about/search and air draw/ find/trace lines, circles, combination strokes, numerals, letters found on survival symbols and signs · Practice making strokes on chalkboard and paper (Unlined and then lined) · Trace or copy strokes, numerals, letters found in - Flyers - Magazines - Newspapers - Currency - Washing instructions - Bottles or cans · On teacher prepared worksheet - Match - Underline - Cross out - Make a diagonal line to - Circle Items that are the 'same or different' to practice visual discrimination and using writing for a purpose · Play games such as Bingo or Tic Tac Toe to practice strokes, numerals and letters · Listen and underline or circle the correct numeral/letter from a sequence · Fill in missing letters of basic personal information vocabulary · Take a letter or numeral dictation, first with a model then without a model · Match, trace or draw lines from copy - Print upper case to lower case letters · Print the alphabet on unlined and then lined paper · Write a sequence of random letters, or letters in basic personal information words, changing from upper case to lower case or vice versa · Write basic personal information according to teacher stimulus Fill out a simple basic information form with teacher guidance	 

Language Competencies	Literacy Competencies	Conditions
1. Use oral language to use new literacy concepts · Demonstrate - Correct chalk holding position at chalkboard - Correct writing posture at desk - Correct method of holding and using writing apparatus progressing from chalk to large marker to fine tip markers to pencils **2. Understand the concepts of** · Left/right directionality of strokes · Top/down directionality of strokes · Same/different strokes progressing from air drawing to tracing to copying **3. Demonstrate the ability to print** · Lower case letters · Upper case letters · Numerals one to ten · Words used for personal information progressing from copying the model to dictation	Demonstrate the correct sitting posture and method of holding and using writing apparatus. Air draw/trace/copy strokes or combination of strokes · In the air · On unlined chalkboard · On unlined paper · On lined chalkboard · On lined paper In the following order · Vertical lines · Horizontal lines · Diagonal lines · Circles · Combinations- shapes, letters, numerals, words used for personal information Using left-right and top-down directionality Copy strokes in the following order · Directly under the original · Beside the original · A distance from the original · From chalkboard/flashcard to paper Copy a sequence pattern by printing the correct items when given a sequence model Trace, then copy lower case letters in the following order *Small letters* · Straight l, v, w, x, z · Circular o, c, a, e, s · Combined n, m, r, u *Tall letters* · Straight l, t, k · Circular b, d · Combined j, q Trace, then copy upper case letters in the following order · Straight strokes I, L, E, F, T, H · Slant strokes A, M, N, V, K · Circular Strokes O, Q, C, U, J, S, G · Combined strokes D, B, P, R Copy · Basic personal information · Basic words used in forms	Learners may · Tire very easily · Exhibit tension in shoulders and hands · Not be willing to take risks because of a lack of confidence · Need a lot of teacher guidance and repetition · See initial pre-writing activities as childish · Need supervision and immediate correction · Have difficulty mentally reconstructing the teacher's model Printing class is interesting and short Instructions are given with gestures and visual clues

Phase I

Overview ..... page 10

Reading Phase I Initial ..... page 12

Reading Phase I Developing ..... page 14

Reading Phase I Adequate ..... page 16

Writing Phase I Initial ..... page 18

Writing Phase I Developing ..... page 20

Writing Phase I Adequate ..... page 22

Numeracy Phase I ..... page 24

Global Description

Phase I learners are becoming aware that print conveys meaning and that there is a connection between oral language and print. They are beginning to recognize the value that Canadian society places on Reading, Writing and Numeracy for employment purposes, reading letters from the government, etc.

Reading

A Phase I ESL Literacy learner:

- Is becoming aware that print has a variety of forms with different purposes, such as signs, bills and stories
- Is learning about the organization of books and print conventions
- Can read a bank of high frequency sight words
- Can say the names of the letters of the alphabet
- Understands that there is a letter/sound correspondence.

Writing

A Phase I ESL Literacy learner:

- Is familiar with the basic mechanics at the level of letter and word
- Can tell a very short personal story for someone else to write
- Can form most of the letters correctly
- Is learning where to write (on the line) and how to space letters and words
- Can write some sounds such as the initial consonant of a word in a dictated exercise but can't yet apply the knowledge. Therefore, he/she uses invented spelling.

Numeracy

A Phase I ESL Literacy learner is developing:

- A beginning understanding of place value, money and measurement
- An ability to perform basic mathematical operations using manipulatives.

Sociocultural and Linguistic Considerations

A Phase I ESL Literacy learner is learning:

- The importance placed on the written word in Canadian society
- That both written and oral stories are valued in Canadian society
- That learning can occur outside of the classroom, such as on field trips, etc.
- That there are many reasons for reading – instructions, prices, appointment cards
- There is a standard way of forming numbers and letters which is recognized in Canadian society
- That different cultures have different concepts of time and what constitutes being late
- That errors are considered natural when learning a second language and that correcting them aids in learning
- The consequences of not obeying signs
  No smoking *No parking*
- The Canadian terminology and order of names
  First name, middle name, family/last/surname

Learning Strategies

The Phase I ESL Literacy learner is beginning to:
- Participate in class by repeating, chanting and singing
- Focus on listening carefully
- Attend regularly and complete written work
- Use class time wisely
- Risk making mistakes in order to develop literacy skills
- Take the initiative for own learning
- Practice at home and school.

Reading Strategies

A Phase I ESL Literacy learner is beginning to:
- Bring own experience and prior knowledge to the text
- Get meaning from text through
  i. Context
  ii. Recognition of a small bank of sight words
  iii. Guessing words by the first letter or the shape of word
  iv. Pictures or other features of the text
- Re-read to aid comprehension
- Use memory strategies, such as repetition and categorizing
- Use illustrations and symbols as clues to meaning
- Read over daily work at home
- Recognize documents by colour, graphics, size, etc.

Writing Strategies

A Phase I ESL Literacy learner is beginning to:
- Look back at a model when copying and note the placement on a page or line
- Write slowly and carefully
- Count number of letters when copying a word
- Use invented spelling
- Use writing to reinforce learning
- Use a variety of sources to check work, such as teacher, classmates, model, picture dictionary.

Numeracy Strategies

A Phase I ESL Literacy learner is beginning to:
- Use manipulatives to understand a new problem
- Memorize a small set of basic facts
- Use reasoning for estimation or to determine when to use addition or subtraction.

Sample Tasks

1. Read and understand short messages
- Recognize and match words on flashcards to corresponding teacher-made greeting cards
- Participate in a reading substitution drill *Happy Birthday to my son, daughter, friend, teacher*

2. Read and understand short instructions
- On a worksheet - Listen and circle or write numbers, words or sentences
- On a worksheet - Pick up / Point to / Match / Play games/ Make a collage or poster

3. Read and understand information
- Read simple, teacher-made forms with varying formats with use of upper or lower case letters
- Order the words in a sentence. Listen to the sentence. Put the words in order.
- Order the sentences to reconstruct a story
- Read along with story on tape
- Review calendar vocabulary
- Play games/match/read/order flashcards
- Locate/circle/read aloud the days and months
- Play games to reinforce vocabulary from the story
- Read word groups using story vocabulary as a guide
  Nan man fan ran pan can

4. Read and interpret ideas and feelings
- Read a 1 – 3 sentence story and
  - Circle, underline, or cross out words according to teacher stimulus
  - Read words in isolation on flashcards
  - Reconstruct the story by matching words in the story with words on flashcards
  - Order words according to teacher stimulus on flashcards
  - Match pictures to sentences
- Read along with story on tape
- Make a collage or poster to show and label feelings
- Play games to reinforce vocabulary from the story
- Read questions and respond orally to demonstrate comprehension

Examples

Listen and Circle

1. name man am
2. family first full
3. is it I

NAME _____

ADDRESS _____

PHONE NUMBER _____

Read

1. picture **This is Van.**
2. picture **He is sad.**
3. picture **He is sick.**

1. Is this Van?
2. Is he sad?
3. Is he sick?
4. How is he?

Language Competencies

1. **Read and understand formatted and unformatted interactional messages**
   - Greeting Cards with accompanying visuals
     Happy Birthday
   - Read a 1 line Happy Birthday message
   - Read a 1 line comment from the teacher
     Good *Very Good*

2. **Read and understand short instructions**
   - Used in the classroom.
     Circle Read Write Listen
   - Used in the neighbourhood
     Exit Push Pull Stop

3. **Read and understand formatted and unformatted information**
   - Simple teacher-made forms
     Name Phone Number
     Address Postal Code
   - Calendar - find days and months
   - Diagrams - floor plan of main rooms
   - Signs – *MEN WOMEN*

4. **Read and interpret written ideas and feelings**
   - Emotional or physical feelings
     sad happy mad
     sick tired thirsty
   - Descriptions
     tall short thin
     big small long
     cook clean eat
   - Likes and dislikes

Literacy Competencies

Name
- All letters of alphabet in random order both upper and lower case

Understand
- Purpose of capitals
  - first letter in sentence
  - proper names
- Ordering pattern of a form (what each part means) and where to write answers
- Basic sound/letter correspondence (Beginning recognition of initial/final consonants)

Read and understand
- Own personal information (name, address, phone #, postal code) in a variety of print styles and font sizes
- Small bank of sight words in familiar or predictable contexts
- Subject pronouns – singular
- Possessive adjectives
- Verbs (to be/have)
- Routine verbs
- Articles
- Common nouns used in themes
- Question words (What, Who, Where)
- Prepositions
- Descriptive adjectives
- Simple comprehension questions
  Is he sad?

Read and understand
- Text in print and print-like handwriting
- Pictorial signs and symbols

Recognize
- Initial consonant sounds
  - In sight words
  - In phonetic words
- Initial short vowel sounds
  - In sight words

Conditions

Context is
- Familiar to learner
  - Family, information re: coming to Canada, housing
- Personally relevant to learner
  - Personal information about school, city, and Canada

Text should be
- Accompanied by clear, simple pictures
- Clear, easy to read print
- Uncluttered, with a lot of white space
- In lower case except for proper nouns and on forms
- Repetitive in structure, such as
  - Same format of picture presentation
  - Same simple sentence structure
- Up to 3 sentences with one new content word per line
- One sentence per line

Text may have
- Numbered sentences for ease of reference

Visuals are
- Large
- Clear
- Realistic
- Common, familiar, and relevant to learners' lives
- In context
- Sometimes in photographic format

Sample Tasks

1. Read and understand short messages
- Greeting cards
  - Choose all the *Thank you* cards from a pool of store-bought greeting cards
  - Practice the words chosen from a variety of *Thank you* messages by cutting out words and placing them on a numbered grid according to oral stimulus

2. Read and understand short instructions
- Read and follow short classroom instructions on worksheet
  - Underline initial or final consonant sounds
  - *Match Copy Cross out Print Draw*

3. Read and understand information
- Read vocabulary cards. Pick up the one the teacher says
- Read and match words to words or visuals
- Read teacher-made appointment cards
- Point to/ circle/ underline information
- Read and answer comprehension questions orally
- Read and circle words or minimal pairs from a story to practice initial and final consonant sounds

4. Read and interpret ideas and feelings
- Read story or dialogue
  - Along with story or dialogue on tape
  - Orally on tape
  - In pairs or to a volunteer
- Cut out and find sentence strips according to teacher model
- Choose missing word from flashcard bank to complete sentence frames
- Participate in interactive games by reading cue questions at the back of visuals
- Read word groups using story vocabulary as a guide
  sad mad bad had Dad
- Underline, circle, initial or final consonant sounds in the story vocabulary
- Use flashcards to unscramble sentences to show word order and comprehension
- Read and answer comprehension questions orally

Examples

To the teacher: Student reads the sentence. Teacher says one word. Student underlines that word.

Listen, read and underline.
1. Today is Tuesday.
2. Yesterday was Monday.
3. I go to school every day.

Date _____

Last Name _____ **First Name** _____

Address _____

City _____

Province _____ **Postal Code** _____

Phonics: Listen, Read, and Circle

1.	Sam	sad	sat	sap
2.	in	it	is	if
3.	cook	look	took	book

Students place flashcards into sentence blanks.

has	headache	sick	is
backache	an	earache	a

Sentence strips to complete.

He is _____.

He _____ **a backache.**

Language Competencies

1. Read and understand short formatted and unformatted messages
- Greeting Cards
  - Choose appropriate card using key word cues *Thank You*
  - Read one line thank you message on inside of card

2. Read and follow short instructions
- In the classroom
  Underline Match Copy Listen Draw
- In the neighbourhood
  No Smoking No Parking Open Closed

3. Read and understand short formatted and unformatted information
- Simple teacher-made forms
  Phone Number Date City Province
- Teacher-made appointment cards
- Signs

4. Read and interpret written ideas and feelings
- Emotional or physical feelings
  upset homesick angry headache backache earache toothache stomachache
- Descriptions of people, things and actions
  heavy thin hot cold big little work ask talk
- Personal preferences
  He/She likes _____.
  I like _____(nouns).
  I don't like _____.

Literacy Competencies

Name
- All letters of alphabet in random order both upper and lower case

Understand
- Ordering pattern of forms and where to write answers on an increasing number of items
- Proper nouns
- Adjective – opposites *hot/cold*
- Verbs in present and past
- Question words *When How Why Do/Does* for *Yes/No* questions
- Negatives *Not Can not*
- Small bank of sight words out of context
- Different fonts
- Simple comprehension questions
- Functional words

Recognize and discriminate between
- Final consonant sounds
  - In sight words
  - In phonetic words *him his hit*
- Medial consonant sounds
  - In sight words

Conditions

Context is
- Familiar to learner
  - food, clothing, body
- Personally relevant to learner
  - more personal information, shopping

Text should be
- Accompanied by clear simple pictures
- Clear, easy to read print or large print-like handwriting
- Uncluttered, with a lot of white space
- In lower case except for proper nouns and on forms
- Repetitive in structure
  - same format of picture presentation
  - same simple sentence structure
- Up to 5 sentences with one new content word per line
- One sentence per line

Text may have
- Numbered sentences for ease of reference

Visuals are
- Large
- Clear
- Realistic
- Common, familiar, and relevant to learners' lives
- In context
- Sometimes in photographic format

Sample Tasks

1. Read and understand short messages

- Invitations
  Cut out and match information words

Date	March 4, 2000
For	Abdulla
Place	123 Grant Ave.
Time	2:30 - 5:00 pm

- Note or letter
  After reading a letter, learners listen to questions posed by teacher. Learners circle the answer to the questions.
  When is the appointment?
  Who wrote the letter?

2. Read and understand short instructions

- Practice instruction words by playing games, such as Tic Tac Toe

3. Read and understand information

- Read and use flashcards of personal information words as a springboard for interactive questions and answers
- Read and number the household items pictured on a diagram of the house as a flashcard of the word is shown
- Find names of household items in a flyer or catalogue

4. Read and interpret ideas and feelings

- Read a 3 - 5 sentence story or dialogue and
  - Circle, underline, cross out words according to a teacher stimulus
  - Order words or sentence strips according to a teacher model or stimulus
- Read a story or dialogue
  - Along with the same story or dialogue on tape
  - Orally on tape
  - In pairs or to a volunteer
- Read and orally answer
  - WH comprehension questions
  - Yes/No statements about the story

Examples

Monday, February 28, 2000

Dear Teacher,

My son will not go to school tomorrow.
He has an appointment.
Ali will go to school on Wednesday.

Mrs. Hamo

Circle
Point to
Cross out

Teacher holds up instruction flashcards.

~~teacher~~	name	school
doctor	sick	home
city	classroom	Monday

Date _____
day month year

Name _____
last first

Address _____
number street

Birthdate _____
day month year

Read the story.

1. Rosa Gomez is from Mexico.
2. She speaks Spanish and English.
3. She has four young children.
4. She doesn't like Canada.

Read the sentences.
Circle *Yes* or *No*

1. Rosa is a woman.	Yes	No
2. Rosa is from Canada.	Yes	No
3. Rosa has three children.	Yes	No
4. She likes Canada.	Yes	No

Language Competencies	Literacy Competencies	Conditions
1. Read and understand formatted and unformatted short messages · Simple invitations · Simple notes or letters **2. Read and follow short instructions** · In the classroom *Draw a line Point to* *Cross out* · In the neighbourhood *Ladies Men* *Apartment for Rent / Sale* **3. Read and understand information formatted and unformatted** · Signs *Please come in* *Take a number* *Out of Order* · Simple teacher-made forms *Date Birth date* *Day Month* *Year* · Diagrams such as - A simple floor plan of main rooms · Labels - Include product names using visual cues **4. Read and interpret written ideas and feelings** · Emotional/Physical Feelings *unhappy fine so-so Okay* *rash fever the flu* *A sore*_____ · Descriptions of people, things and actions *long short open closed* *study read write* · Personal preferences *I like ____, ____ and ____.* *I don't like___, ___ or___.* *I like to (verb)__, __and __.* *I don't like to (verb) __, __or _.*	Know · Where to find needed information (Find spelling of street name, postal code on I.D. cards) Read and understand · New text using familiar words, context, and sound/ letter correspondence · Basic phrases of time and place *today, yesterday, tomorrow* *at 1:00, at home, at school* · Ordering pattern of forms and where to write answers on forms with increasing number of items · Word order in common sentences · Common verbs in present, past and future Read using phonics · 3 letter words with short vowel sounds in medial position *cat hat rat sat* *cat cot cut*	Context is · Familiar to learner - Money, emotions, medical and dental health · Personally relevant to learner - more personal information, such as banking Text should be · Accompanied by clear simple pictures · In large, clear, easy to read print or large print-like handwriting · Uncluttered, with a lot of white space · In lower case except for proper nouns and on forms · A little less repetitive in structure · Up to 5 sentences in length · One sentence per line Text should also include a variety of pictorial styles or formats Visuals are · Large · Clear · Realistic · Common, familiar, and relevant to learners' lives

Sample Tasks

1. Convey messages
- Fill out an invitation with formatted personal information
- Complete a simple cloze of a Happy Birthday message

2. Record information
- Copy
  - Own personal information from a student card
  - The month, the year and the days from a calendar

3. Present information
- Fill out
  - Simple, teacher-made forms
  - Simple, teacher-made journal cloze with word pool
- Label the items in a diagram of
  A house
  A classroom
  A calendar
  Types of food
  Body parts
  Family Members

4. Express written ideas and feelings
- Copy or write one word or phrasal answers to questions about a dialogue or survey.
- Copy answers in complete sentences in response to a story or dialogue-related comprehension questions
- Using a word pool, write captions under photographs or pictures to describe feelings, actions or people
- Fill in sentence stems related to pictures of physical feelings, such as
  She is cold
  She is not hot.
- Copy words from food flyers indicating which foods the learner likes.
- Fill in the missing initial consonant for sight words on teacher-made worksheet
  __appy ___ad ___ick
- Label feelings in a collage depicting emotions

Examples

Come to my Party

Date: _____

Time: _____

Address: _____

Phone Number: _____

Look and write your

1. Name _____
2. Student Number _____
3. Address _____
4. Telephone Number _____

Listen and Write

__ose

__and

foot, hand, nose

1. What is it?

_____

2. What is it?

_____

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages · Complete simple teacher-made invitations using own personal information · Complete a simple cloze of a Happy Birthday message **2. Record formatted and unformatted information** · Copy or reproduce information from student card **3. Present formatted and unformatted information** · Fill out - Simple teacher-made forms using name, address, and phone number - Simple teacher-made journal or simple story cloze · Label familiar items related to home, school, food, body or family using a word pool · Write one word answers to simple comprehension questions **4. Express written ideas and feelings** · Choose and copy words, phrases or sentences as related to feelings represented in - Pictures/photographs - Stories/dialogues · Fill in - Sentence stems related to feeling or descriptions, such as *He is short. He is happy.* · Write one word answers to simple - Wh questions - Yes/No questions	Understand the basic mechanics of writing and begin to · Copy from the board, model, or I.D. card · Know where to write on a page, line or in the space provided · Form upper and lower case letters with some degree of accuracy · Understand the use of space between letters and words · Form numbers and monetary symbols · Copy/write words and simple sentences · Understand the importance of accuracy Begin to understand and use basic spelling conventions · Use phonics to write initial consonant and short vowel sounds in words · Fill in the missing initial consonant or short vowel sound in rhyming word groups such as *_as, _as, _ad, _ad* · Copy or write a small bank of sight words · Copy or write word groups with varying initial consonants Begin to copy · Capital letters for names · Basic punctuation, such as period and question mark Begin to write for meaning - Usually at the word level · Simple forms · Calendars, diagrams · Sentence cloze exercises · Simple greeting cards · Simple invitations Sometimes at the discourse level · Question /answer exercises	Content is relevant, familiar and repetitive in structure Forms are teacher-made and boxed-in to look authentic Word pools are · Used to provide correct spelling model · Ordered sequentially to correspond with learner's worksheet Answers to questions are · One word or phrase from word pool · Complete sentences copied from model Teacher-made worksheets should have · A lot of white space · Adequate space for the learner to write · Numbered sentences · Short, easily achievable writing tasks · A minimal variety of formats · Same pictures or visuals as used in reading text Visuals are · Large, clear and relevant to learners' lives · In context Forms are · Teacher-made · Boxed in to look authentic Forms should have · One content word per line

Sample Tasks

1. Convey messages

- Listen to a tape and write information on a teacher made invitation
- Listen to a dictation and complete a one line thank you message using a word pool
  Thank you for the gift.
  Thank you for your help.

2. Record information

Copy

- The banking hours for specific days
- Words from a word pool into appropriate lists, such as
  Food _____ *Clothing*
- Listen to a tape and fill in a dialogue cloze of a call to the school using a word pool given

3. Present information

- Fill out an application form including birth date, phone number, city
- Complete a list of grocery items by filling in the missing initial or final consonant
- Fill in initial or final consonant according to oral stimulus
- Read a simple story and write answers to 5 comprehension questions

4. Express written ideas and feelings

- Write a shopping list of fruits that the class likes. Go on a field trip to a store, buy these items and make a fruit salad. Unscramble answers to comprehension questions about a field trip to a store. Fill sentence stems related to feelings or actions, such as
  I am _____. *I am not* _____.
- Participate in an interactive survey to practice Yes/No questions related to physical feelings, such as
  Do you have a backache/headache/earache?
- Use phonics to fill in medial or final consonants of words relating to pictures from flyers

Examples

Banking Hours

Sun.	Closed
Mon.	10:00 - 3:30
Tues.	10:00 - 3:30
Wed.	10:00 - 3:30
Thurs.	10:00 - 3:30
Fri.	10:00 - 4:30
Sat.	Closed

Look and Write

Day	Times
Sunday	_____
Wednesday	_____
Saturday	_____

Lood, read and write.

sick school Mary 253 Ali

1. Hello, this is _____.
2. I am _____.
3. I cannot go to _____today.
4. My teacher's name is _____.
5. The class room number is ____.

Read and write.

1. Where will we go?

go | We | Safeway | to | will

_____

2. When will we go?

10 | on | September | go | We | will

_____

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted interactional messages · Invitations – Follow oral instructions to write on a teacher-made invitation · Write a one line thank you message on teacher-made worksheets or greeting cards **2. Record formatted and unformatted information** Copy information from teacher-made · Appointment cards · Signs of business hours · Flyers · Work schedules · Copy words onto an appropriate list, such as *Food* or *Clothing* **3. Present formatted or unformatted information** · Fill out simple teacher-made - School registration forms - Application forms · Fill in a simple cloze of a phone conversation to the - School - Doctor's office - Workplace **4. Express written ideas and feelings** · Write lists of foods, sports or seasons one likes or dislikes · Fill in cloze exercises, surveys or sentence stems · Unscramble and write questions and answers to develop word order skills and show comprehension	Understand the basic mechanics of writing Can often · Copy from the board, model or I.D. card · Understand letter, word or sentence placement on a page, line or space provided · Form upper and lower case letters with some degree of accuracy · Demonstrate proper spacing between letters and words · Form numerals and monetary symbols · Copy or write words and simple sentences using correct word order · Understand the importance of accuracy Begin to understand and use basic spelling conventions · Use phonics to write initial and medial consonants in words · Copy or write a bank of sight words · Fill in the missing final consonant sound in word groups of 3-letter words such as *ba__, ba___, ba___*. Use · Capital letters for names · Basic punctuation such as period and question mark Begin to write for meaning at the word and discourse level · Simple forms · Diagrams, maps · Cloze exercises · Greeting cards · Invitations · Question/answer exercises · Dictation · Lists related to likes, dislikes and descriptions of feelings	Context is relevant, familiar and repetitive in structure Forms are teacher-made and boxed-in to look authentic Word pools are used to provide correct spelling Answers to questions are · One word or phrase from a word pool in random order · Scrambled sentences that need to be re-constructed by looking back at the text and then written out by learner Teacher-made worksheets should have · A lot of white space · Adequate space for the learner to write · Numbered sentences · Large, clear easy-to-read print · Visuals · A limited variety of formats and print · Up to 2-3 content words per line in forms Visuals are · Large, clear and relevant to learner · In context Forms should have · 2 - 3 content words per line

Sample Tasks

1. Convey messages

- Read a dialogue or story and copy information onto an invitation card
- Choose an appropriate short message for a greeting card with picture
  Happy Birthday
  With Sympathy
  Thank you
  Get Well Soon
- Look at an appointment card. Read the questions and copy the short answers from the invitation.

2. Record information

- Listen to a telephone message. Write as the caller spells his name and says the phone number.

3. Present information

- Read along with a taped dialogue and write answers to Yes/No questions
- Look at a flyer and answer *WH* questions about the items

4. Express written ideas and feelings

- Write words on a Bingo grid to review vocabulary, such as flu, fever, rash
- Fill in the blanks of a cloze song, chant about people, food or weather
- Write descriptions in groups about pictures related to ailments, physical descriptions or food preferences
- Work in groups to categorize by writing words, such as clothing, fruits or colours
- In pairs, highlight or cross out incorrect information about a picture, story, dialogue or schedule and rewrite the sentence showing the correct information

Examples

It's a Party!

1. Where?_____
2. When?_____
3. What time?_____
4. Phone number?_____

Look, listen and write.

I the like gift book the help for much you thank very

1. _____.
2. _____.
3. _____.

Look, read and write.

1. What is the name of the clinic?
   _____.
2. Where is the clinic?
   _____.
3. What time is the appointment?
   _____.

Write the answers.

1. What is the name of the store?
   _____.
2. How much is the shirt?
   _____.
3. What colour are the shoes?
   _____.

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages · Choose and fill out appropriate phrases from a word phrase pool for invitations. **2. Record formatted and unformatted information** · Copy information from teacher-made - Appointment cards - Business hours - Flyers - Schedules **3. Present formatted and unformatted information** · Fill in a cloze with word pools for - Simple telephone messages - Simple application forms - Simple lists · Label the items or pictures - Prices - Words - Numbers · Write answers to comprehension questions related to - Flyers - Advertisements - Story - Dialogues **4. Express written ideas and feelings** · Write a simple sentence to include likes, dislikes or descriptive words · Write word, phrase, or sentence dictation using a model from a story or word pool · Fill in sentence stems in response to a taped dialogue	Understand the basic mechanics of writing Can usually · Copy from the board, model, or I.D. card · Understand letter, word or sentence placement on a page, line or space provided · Form upper and lower case letters with some degree of accuracy · Demonstrate proper spacing between letters and words · Form numbers and monetary symbols · Copy or write words and simple sentences using correct word order · Understand the importance of accuracy Begin to understand and use basic spelling conventions · Use phonics to write the short vowel sound in medial position · Copy a greater bank of sight words · Write a number of sight words from memory · Write word groups with varying initial and final consonants and varying medial short vowels *sat cup ten big* Use · Capital letters for names · Basic punctuation – period and question mark · Abbreviations Begin to write for meaning, moving from the word level to the discourse level · Forms · Cloze exercises · Diagrams, maps · Greeting cards · Question / answer exercises – *WH* and *YES/NO*	Context is relevant and familiar Word pools are usually provided as a model for correct spelling Answers to questions may be one word or phrase or a simple but complete sentence Teacher-made worksheets have · Less white space than in developing level · Numbered sentences · Large, clear and easy-to-read printing · Visuals · Short, easily achievable writing tasks Visuals are · Large, clear and relevant to learners' lives · In context Forms should be · Teacher-made · Boxed-in to look authentic Forms should have · Up to 4 content words per line · More types

Sample Tasks and Applications

1. Understand number concepts and place values

Use pennies or *Cuisennairre Rods** to show value of numbers.

Compare numbers in
- Number of children
- Length of time in Canada
- Number of family members

Learners cook and then say how they cook chicken with rice
- 3 cups of water
- 1 pinch of salt
- About 1 kg chicken legs
- 1 spoon of spice
- 1 cup of rice

Compare numbers in
- Ages
- Number of children
- Length of time in Canada
- Dice thrown

Students can arrange themselves in order for
- Height
- Length of time in Canada
- Number of family members

Students estimate
- 99¢ is about $1.00
- 69 kg is about 70 kg
- 11 months is about 1 year

Learners estimate how long it takes to
- Come to school
- Wash the dishes
- Vacuum their home

2. Patterns and Groups

Complete the patterns
- *Sunday, ___, Tuesday*
- *5, 10, _____, 20*

Make a pictograph to show information. What did you bring for a snack ?

Apples

Bananas

Sandwiches

Find and identify the value of stamps or coins.

Sort stamps or coins into sets of same value.

Order stamps, coins, etc.

* **Cuisennairre Rods** is a brand name for a set of coloured blocks also used for teaching the concepts of place value. These blocks come in ten sizes. The smallest is a 1 cm cube. The next size is a 2cm x 1cm x 1cm rectangle, the next one is a 3 cm x 1cm x 1cm rectangle and so on up to the largest one whch is a 10 cm x 1cm x1 cmr rectangle. Each one is a different colour. They can be used to show addition, subtraction, fractions, etc. Books are available which outline a variety of lessons and activities that can be used with *Cuisennairre Rods*.

Language Competencies	Literacy Competencies	Conditions
1. Understand number concepts and place value Understand that numbers always represent something in real life · Count by 1's, 2's, 5's, and 10's to 100. · Put numbers in order - Physically - Write in missing numbers (cloze) · Compare numbers using more than, less than, equal to, from 1 - 99, using manipulatives such as pennies, bingo chips, men/ women in class. · Estimate moderate quantities and amounts such as Children's ages A cup of water A pinch of salt **2. Understand patterns and groups** · Recognize and create simple patterns. - 20, 30, 40 - Mon., Tues., Wed. - Setting a table · Sort like objects from unlike objects. · Understand that information can be expressed in different ways - Words - Bar Graph - Pictograph · Understand, read and create a simple graph.	Understand and use · Names of numbers · Sequences · The written form of numbers 0–20 Zero, one, two,... · The correct written form of the numbers so that no confusion exists between *1* and *7* and 9 and *g* · Comparative forms, such as *more* *less* *bigger* *smaller* *equal* *the same* · Language related to estimation - *about* - *a little* - *a little more* - *a little less* · Prepositions *Before* *After* *Between* *Next to* · Vocabulary related to patterns and graphs *How many* *How much* *Same* *Different* *Shapes* *Graph* Listen and follow instructions to indicate understanding. Say a sentence to describe the activity or Math concept · *7 is bigger.* *5 is smaller.* · *Ali has more chocolate.* *Hasan has less chocolate.* *Munira has no chocolate.* · *It's about $100.* *It's about 5 kg*	Context is immediate and relevant. Manipulatives are used to make math concepts such as order, sequence, comparison and estimation concrete. Skills are developed using a collaborative approach to work with and clarify concepts. The connection between numerals, words, and manipulatives are understood. · 10 people need 10 chairs When the Math labels are new vocabulary, teacher guidance is always necessary. Estimates used are related to real life · Time · Money · Cooking Information is accessed from real sources. · Classroom data · News data Reasoning, background knowledge and concrete examples are integrated with Math skills to make them more personally relevant. There are opportunities to use manipulatives, realia, graphs, and equations to show the same information.

Sample Tasks and Applications

3. Operations

Use pennies, pencils, or jelly beans to show addition and subtraction.

Student 1: How many pennies?
Student 2: Three
Student 1: Now add two more.
Now how many?
Student 2: Five
Write the mathematical equation for what has occurred

$$3 + 2 = 5$$

Do the reverse for subtraction.

$$5 - 3 = 2$$
$$5 - 2 = 3$$

Use a demonstration educational clock to show
- ½ hour
- ¼ hour

Use 20 pennies to show
- ½ and ¼

Use a candy bar to show
- ¼, ½, and ¾

4. Time and Temperature

Use an analog clock to read time.
State time
- _____ o'clock
- _____thirty
- _____fifteen
- _____forty-five

Use a digital clock to read time.
Read appointment times.
Read opening and closing times of businesses.

Fill in a calendar. Write the days and the months.
Look at one month on the calendar.
Listen to and mark specific days for
- Appointments
- Holidays
- Family birthdays

Write today's date and birth date.

Carry and read a large thermometer
- Inside the classroom
- Outside the school

Look at 4 pictures of thermometers and match them with pictures of four seasons.

Put a candy thermometer into boiling water.
Read the thermometer.
Let the water cool.
Again put the thermometer into the water and read it.

Let ice cubes melt.
Put a thermometer into snow and read it.

Language Competencies	Literacy Competencies	Conditions
3. Operations Understand concept of addition and subtraction · Show with manipulatives · Explain to another student · Perform single digit addition and subtraction without regrouping (borrowing and carrying) Recognize basic fractions **4. Time and Temperature** Read and tell time to quarter-hour Understand and use a thermometer for different purposes · Outside/inside temperature · Fever · Cooking and baking Read the degrees on the thermometers · F · C Recognize that a windy day will make a winter temperature colder and more dangerous to the skin.	Understand · Number words · Pronunciation of numbers *18 – 80* · Operational words *Number* *Total* *Add* *Plus* *And* *Subtract* *Minus* *Take away* *Equals* *Answer* *Separate* *Together* · Simple fractions related to time *Time ½ past 10* *Food ¼ of a candy bar* *Money ¼ of a dollar* *Whole* *Part* · Vocabulary related to time and temperature used in concrete contexts *Minutes* *O'clock* *A quarter after* *Fifteen minutes past* *A quarter to* *Half past three* *Noon* *Midnight* *At 10:00* *In August* *For 8 months* *Break time* *Yesterday* *Today* *Tomorrow* *This week* *Next year* *Last month* *Celsius C* *Minus* *Degrees* *Warm* *Cool* *Cold* *Freezing* *Wind-chill* *Boiling* *Melting* *Ice cubes* *High* *Low* Say a sentence to describe the operation or Math concept such as · 3 + 2 = 5 · It's ¼ of a chocolate bar. · Class ends at 1:15. · It's –10°C	Manipulatives are used with simple addition and subtraction in order to make operations concrete. Understanding is made concrete and demonstrated by · Base Ten Blocks, Cuisennairre Rods · Dice, straws · Counters such as beans, poker chips Digital and analogue clocks are available for practice. Sociocultural discussions related to Canadian culture include · What is considered late · When it is acceptable to be late and when it is not. · How calendars can help you plan and organize time. · Why there are different calendars for different purposes such as religious, garbage pick-up, school calendar. A variety of thermometers are used in the classroom to perform different functions · Cooking · Weather · Medical

Sample Tasks and Applications

5. Measurement

Measure and record
- Height of learners
- Height and width of various items in the classroom such as a table, a door, a binder, etc.

Use different scales to measure and record the weight of
- Books
- A sandwich
- An apple

Write equations after manipulation with measuring implements
- 3 tsp. = 1 tbsp.
- 16 tbsp. = 1 cup

Use a pictorial recipe to make some food.
Make coffee for the class
- *How much water*
- *How much coffee*

6. Money

Identify coins and bills using real or play money.
Demonstrate
- The relationship between pennies, nickels and dimes
- An understanding of the two ways of writing money value
  1 ¢ is the same as $.01

Recognize and read the ¢, $ and . symbols

Count coffee money.

Find the price of items labeled in the classroom. Write the price next to the picture on a worksheet.

Listen to teacher or tape and circle the amount of money heard
- *39¢ $1.39 $3.90*

Look at a simplified grocery receipt/ telephone bill,
Listen and circle the amount you hear.

From a simplified flyer copy the amount beside the question below

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Find the items and the prices.

Language Competencies	Literacy Competencies	Conditions
5. Measurement Understand what and why we measure Understand and use measuring implements · Rulers · Scales · Measuring spoons · Cups, etc. Understand different types of measurement · Volume (liquid, dry) · Linear measure, such as length, height, distance · Speed	Understand and use · Vocabulary related to measurement *How tall* *How much* *How many* *How long* *How wide* *kg* *g* *Tsp.* *Tbsp.* *Cup* *Spoon*	A variety of measuring implements is used to assist the learner in clarifying concepts. Understanding measurement is demonstrated by following simple instructions, such as how to · Make coffee · Measure a window
6. Money Understand the relative value of Canadian coins and bills · 2 dimes + 1 nickel = 1 quarter Identify coins and bills Read a price. Recognize and read money symbols **¢, $,** and **.**	Identify and use *Penny* *Nickel* *Dime* *Quarter* *Loonie* *Toonie* *Coin* *Bills* Recognize and read money symbols **¢, $,** and **.** Pronounce money values clearly and accurately. Read the price of an item. Say a sentence to describe the activity or Math concept, such as · *He is 171 cm tall.* · *The apple weighs __ grams.* · *I use 3 cups of water.* · *I use 1 cup of rice.*	Concepts are developed using · Prior knowledge · Real life concerns · Coins or play money as manipulatives Student will understand where to look for the price of an item · Store labels · Gas pumps

Phase II

Overview ..... page 30

Reading Phase II Initial ..... page 32

Reading Phase II Developing ..... page 34

Reading Phase II Adequate ..... page 36

Writing Phase II Initial ..... page 38

Writing Phase II Developing ..... page 40

Writing Phase II Adequate ..... page 42

Numeracy Phase II ..... page 44

VI. Phase II Overview

Global Description

Phase II learners are developing expectations around print: i.e. that print is organized in a way that aids comprehension.

Reading

A Phase II ESL Literacy learner:

- Can use pictures, words and context to predict meaning
- Can use some sight words/phrases, letter-sound correspondence and word families to read text
- Cannot yet decode automatically.

Writing

A Phase II ESL Literacy learner:

- Is becoming more familiar with the mechanics of writing at the level of words and sentences
- Is not yet accurate or consistent in structure or spelling
- Can write a few simple sentences or phrases about self, family or highly familiar information
- Can locate and copy factual information from simple text, directories and schedules.

Numeracy

A Phase II ESL Literacy learner is developing:

- A better understanding of place value, money, time and measurement
- A knowledge of numbers up to 1,000
- An understanding of basic operations, fractions and decimals
- An ability to draw logical conclusions from mathematical situations using manipulatives and verbal skills to explain thinking.

Sociocultural and Linguistic Considerations

A Phase II ESL Literacy learner is developing an understanding of:

- Instructions that are found at school, at home, on the job, and on medicine labels
- The maps and directories that Canadians use to get information
- The reasons for writing lists (day-timers, calendars)
- The value that Canadians place on being on time (even 5 or 10 minutes late is a problem at work)
- Saving money by buying sale items, using coupons, and buying second-hand items
- The common symbols in the home and in public that are used to give specific directions and/or warnings
- Everyday behaviours of Canadians which may be different than their own, such as: banking procedures, credit checks, relationships with police, charging for missed appointments, excuses for absenteeism that are acceptable in Canadian work places
- Questions or statements that are appropriate or not
- Cultural images, symbols, and traditions such as holidays, history, and citizenship.

Learning Strategies

A Phase II ESL Literacy learner can:

- Use some metacognitive, comprehension, compensation strategies to carry out a language activity
- Listen and tell the teacher if help is needed
- Recognize and use formulaic phrases and patterns
- Risk making mistakes in order to develop literacy skills
- Take initiative for own learning
- Collaborate with peers and with more proficient users of the target language.

Reading Strategies

A Phase II ESL Literacy learner usually can:

- Relate new information in the text to prior knowledge – compare and contrast
- Use a variety of strategies to monitor and aid comprehension, such as
  i. Re-read the text to understand and remember better
  ii. Categorize new words into organizational pieces
  iii. Think if or how the new word is similar to a word in L1 (cognates)
- Use oral language strengths to assist in making good guesses and increase comprehension
- Determine which words or phases are new in order to highlight them
- Use a picture dictionary when necessary.

Writing Strategies

A Phase II ESL Literacy learner usually can:

- Use organizational strategies when filling out forms, such as:
  i. Pick up 2 copies of a form – one for practice, one to copy
  ii. Plan for space needed for copying
  iii. Do practice form in pencil first, in pen second
  iv. Look back at a model for assistance
  v. Keep documents in wallet for reference
- Look up spelling of unknown words in notebook or dictionary.

Numeracy Strategies

A Phase II ESL Literacy learner usually can:

- Explain a concept or equation to another learner
- Use estimation to determine if the answer is plausible
- Understand and apply deductive and inductive reasoning, proportional reasoning, and spatial and visual reasoning to problems at the Phase II level.

Sample Tasks

1. Read and understand short messages

- Invitations
  Follow oral instructions to circle, find or underline information on an invitation.
  Who it is from? When?
  Where? What time?
- Greeting cards
  Read key words on a variety of greeting cards

2. Read and understand short instructions

- Such as
  Write the date.
  Answer the questions.
  Match the picture with the correct word/ sentence.
  Circle the word.
  Draw a line.
  Find and underline the word.
  Do not walk (enter, smoke).
  Push, Pull,
  Teacher's Meeting
  Danger

3. Read and understand information

- Personal information forms
- Coupons - Follow oral instructions to circle name of product, amount saved, expiry date
- Short information text on signs
  Teacher's Meeting, Danger
- Simple, teacher - constructed menus
- Simplified work schedule – Identify, circle or copy information presented in table format
- Appointment cards – Read information given on a card and demonstrate understanding by answering oral questions about information
- A simplified cash register receipt, bill, list, prescription, ad, flyer, or doctor's instructions, to determine relevant information. Find and cut out answers in response to teacher's questions.

4. Read and understand written ideas and feelings

- Read a 5 - 8 sentence story or dialogue and
  - Find and cut out sentence strips from the story in response to teacher questions
  - Circle or highlight words according to teacher instructions about vocabulary, verb tenses, parts of speech, or phonetic sounds
- Read and answer orally
  - *Wh* and *Yes/No* comprehension questions and *Yes/No* statements about story information
- Read and order words to reconstruct story sentences one at a time.

Examples

Look at the cards. Circle the word or words your teacher says:
Get Well Thank You Help

Thank you for all your help.

Here's hoping you get well soon.

Name _____
First Last

Address _____
No. Street Postal Code

Phone Number _____

City _____

Province _____

S.I.N. _____

Mr. Ed Johnson

HAS AN APPOINTMENT WITH

DR. TURNER

June14 at 2:15

River West Dental Centre
612 Main Street
London, Ontario
Phone: 955-4444

Answer questions orally.

What time is your appointment?
Where is your appointment?
Who is your appointment with?

Language Competencies	Literacy Competencies	Conditions
1. Read and understand formatted and unformatted short messages · Simple invitations · Two-line messages on teacher-made greeting cards **2. Read and understand short instructions** · In the classroom *Answer the questions.* *Match the picture and the words.* · In the neighbourhood *No Smoking* *No Trespassing* **3. Read and understand formatted and unformatted information text** · Simplified forms · Receipts · Coupons · Lists · Signs *Danger* · Information presented in table format such as bus schedules, work schedules, menus · Simplified memos and notices · Appointment or business cards **4. Read and interpret written ideas and feelings** · Emotional/physical feelings or descriptions *He feels dizzy.* *My leg was sore.* *My legs aren't sore.* *He doesn't feel happy.* *He feels frustrated.* · Personal preferences *I like to cook.* *I love to go fishing.* *I like pizza a lot/a little.* *He liked to read a lot/a little.* *His favourite fruit is apples.* *I prefer coffee.* · Personal needs and wants *He needs a job.* *They will need to study.* *She wants to buy a computer.*	Understand · Text using context/idea, sight words, phonetic clues · Basic print conventions such as upper / lower case and sentences · The purpose of capital letters and simple punctuation such as periods and apostrophes in contractions · And distinguish between vowels and consonants Read and understand · High frequency words and phrases in meaningful context · Basic frequency adverbs *Always, sometimes, never* · Basic thought groups/ prepositional phrases of time and place *In the morning, at school* · Ellipses - Personal titles *Mr., Mrs.* - Imperatives *Don't enter.* · Isolated words from text Recognize, read and understand organizational patterns and purpose of text · Where to find specific information *Amount Due* · Whether or not writing is necessary · Where to write required information Name _____ Last Name _____ Know where to find needed information · Spelling of street, country Read words using phonics · Initial and final consonant blends *br, dr, fl, gl, sm, sp, st, ng, nk* · Initial and final consonant digraphs *sh, ch, th, tch* · Final consonant combinations *ff, ss, ck*	Context is familiar and personally relevant. Pre-reading discussion or scaffolding is necessary in order to activate background knowledge and to present any cultural knowledge needed to understand the text Text should be · Clear and easy-to-read in print or print-like handwriting · Upper and lower case print · Short with up to 8 sentences · One sentence per line Text may also include · Clear simple pictures · Repetitive sentence structure · Numbered sentences for ease of reference Text may be · Teacher-made · Teacher-adapted · Dictated by learner

Sample Tasks

1. Read and understand short messages

- A variety of phone messages and accompanying questions
- Greeting cards – Choose appropriate card for given occasion
- A teacher-made memo – Read and demonstrate understanding by answering questions (orally or written).

2. Read and understand instructions

Circle/Underline the correct answer.
Write the correct answer on the line.
Please wipe your feet.
Deposit money here.
Pay cashier at front.
Please remove your boots.
Employees only.
Keep out.

3. Read and understand information

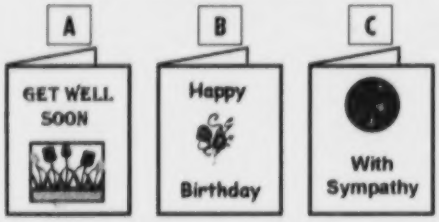
- A personal information form
- A cash register receipt - Follow oral instructions to find a list of items, the PST & GST, subtotal and total
- Flyers - Find information on flyer
  Potatoes - $3.49 - 10 lb. bag
- A simple enlarged map - Find relevant information

4. Read and understand written ideas and feelings

- Read a story or dialogue of up to 9 sentences and circle the correct multiple choice answer
- Read a simple chart and fill in the blanks
- Read and answer questions about the information in the chart
- Participate in an interactive class survey, read the questions and
  - Collect information
  - Read and report
- Read sentences describing situations that evoke feelings. Choose the feeling that best fits with the situation.
- Match pictures and feeling words.

Examples

Read the sentences. Choose the card to match the sentences.



___ 1. Your friend is twenty-five years old today.
___ 2. Your friend is very sick.
___ 3. Your friend's mother died.

Memo

To: All Students and Teachers
From: Mr. Brown, Principal
Re: School on Thursday

There will be a Teachers' Meeting on Thursday, January 24th from 12:00 to 2:00. School will start at 2:15.

1. Who is the meeting for?
2. When will the meeting start and finish?
3. What time will school start?

Choose the feeling that goes with the sentence.

1. His wife is going to have their baby today.
   He feels _____.
2. He bought a new computer but it doesn't work.
   He feels _____.
3. He misses his country.
   He feels _____.

homesick frustrated nervous

Language Competencies

1. Read and understand formatted and unformatted messages
- Phone messages
  Please call Bob at 243-9867.
- Greeting cards
  Happy 5th Birthday
  Sorry You're Sick

2. Read and understand one line instructions
- In the classroom
  Circle the correct answer.
  Write the correct answer on the line.
- In the neighbourhood
  Report to receptionist.
  Please wipe your feet.
  Deposit money here.
  Employees only

3. Read and understand formatted and unformatted information
- Simple maps
- Simple directories
- Flyers
- More complex teacher-made personal information forms
- Cash register receipts

4. Read and interpret written ideas and feelings
- Emotional/physical feelings and descriptions
  He doesn't feel happy.
  I miss my mother.
  I think about my friends.
  She's depressed.
  She's nervous.
  She's frustrated.
  She doesn't care.
  I'm not interested.
  That's interesting.
  That's wonderful.
  What a surprise!
- Personal Preferences
  I prefer tea.
  I like tea better than coffee.
  I don't like to vacuum.
  I'd rather wash the floor.
- Personal Needs
  She didn't need milk.
  They don't need to work.

Literacy Competencies

Understand
- The gist of the text
- Basic print conventions of sentences
- The use of simple punctuation such as commas and apostrophes (in contractions and possessives)
- Organizational pattern of the alphabet as used in the dictionary

Read and understand
- High frequency words and phrases in meaningful contexts
- Isolated words from text
- Thought groups/prepositional phrases
  Around 4:00 *two years ago*
  At (to) the hospital
  On the corner
- Where to find needed information such as medical or S.I.N. number
- Word families according to meaning
  teach, teacher, teaching
- Compound words
  backpack *grandfather*

Recognize, read, and understand organizational patterns and purpose of text
- Where to find specific information
- What information is relevant
- Where to write required information

Read and understand ellipses
- Omissions
  Closed for holiday
- Imperative
  Pay cashier at front.

Read words using phonics
- Two syllable words with short vowel sounds
  address *rabbit*
- Words with long vowel sounds that have the *silent e*
- Final suffixes – *tion, sion station*

Conditions

Context is familiar and personally relevant.

Pre-reading discussion or scaffolding is necessary in order to activate background knowledge and to present any cultural knowledge needed to understand the text.

Text should be
- Clear and easy to read in print or print-like handwriting
- In large size print
- In upper and lower case print
- Short – up to 9 lines or items

Text may also include
- Clear, simple pictures
- Some wrap-around print

Sample Tasks

1. Read and understand messages

Read and understand

- Personal written notes on greeting cards
- Simple authentic notices and memos – Read and answer questions

2. Read and understand instructions

Read and understand a wider variety of one step instructions

Write the missing word on the line.
Put these words in alphabetical order.
DON'T WRITE IN THIS SPACE
OFFICE USE ONLY
Please wait to be seated.
Please go to room 234 on the second floor.

3. Read and understand information

- A table of contents - Find topics in index of picture dictionary
- A directory for a clinic or office building
- Products – Read labels on common products
- A personal information form
- Traffic ticket - Find reason for ticket, amount if paid immediately and if not
- Work schedule – Find information about times and days of work

4. Read and understand written ideas and feelings

- Read a 10 -12 sentence story or dialogue and
  - Indicate by T or F whether statements about the story or dialogue are true or false
  - Practice vocabulary by completing a cloze exercise
- Work in groups. Read sentences of compliments. Think about the classmates in the room. Write names beside each compliment. Make sure that all of the classmates have their names written beside one compliment.

You have a very nice smile.
You are really helpful to others.
You can spell English really well.
You tell a good story.

Read the compliments to the other students.

- Read compliments included in:
  - A letter of reference
  - An employee evaluation
  - A thank you letter
  - A child's report card

Examples

Read the work schedule below. Write a short answer to each question.

Work Schedule May 15 - 19 **Day Shift - 7 AM-3 PM**				
Mon.	**Tues.**	**Wed.**	**Thurs.**	**Mon.**
Wai Nam	Wai Nam	Wai Nam	Carlos	Carlos
Sara	Maryan	Maryan	Sara	Sara
Afternoon Shift - 3 PM-11 PM				
Maryan	Sara	Sara	Wai Nam	Wai Nam
Carlos	Carlos	Carlos	Maryan	Maryan

1. Is this the schedule for May 8-12 or May 15-19? _____
2. When is the day shift? _____
3. Does the afternoon shift start at 2 PM? _____
4. Which shift does Maryan work on Tuesday? _____
5. Who works with Sara on Wednesday? _____

Manjit Gill was sick yesterday. He went to the doctor. Read the dialogue.

Doctor: Good Morning, Mr. Gill. How are you?
Manjit: I'm really sick.
Doctor: How long have you been sick?
Manjit: Three days.
Doctor: What's the matter?
Manjit: My throat hurts.
Doctor: Do you have pain in your chest?
Manjit: No, I don't, but my ears are sore.
Doctor: Well. Let's have a look. Your throat is inflamed and you have an ear infection. You need medication and rest.

Language Competencies	Literacy Competencies	Conditions
1. Read and understand formatted and unformatted messages · More complex notes and greeting cards *I hope you have a wonderful birthday.* *Happy Birthday to a Wonderful Daughter* *Thinking of You at this Time* · Simple memos and notices *Water will be turned off on Monday from 9:30 to 1:30* **2. Read and understand up to 4-step instructions** *Write the missing word on the line.* *Put the directions in order.* *Which sentence is correct? Circle A or B.* *Put these words into alphabetical order.* *Please wait to be seated.* **3. Read and understand formatted and unformatted instructions** · Table of contents · Labels on products · Names of sections of newspaper · Longer and more varied application forms · Simple work schedules **4. Read and interpret written ideas and feelings.** · Emotional/physical feelings or descriptions *He feels embarrassed/lonely/worried/confused/anxious.* *I don't feel comfortable.* *She looks like her mother.* *It looks like it's going to rain.* *You look like you're not feeling well.* · Compliments · Personal preferences *I like eating more than cooking.* *I enjoyed the African music.* · Personal needs *I really need English.* *I don't really need new shoes.* · Personal Opinions *You should try this medicine.*	Understand · That written text conveys meaning · Basic print conventions of sentences and paragraphs · Basic English word order (Subject – verb – object) · That a paragraph contains a group of sentences based on an idea or point of view · Organizational pattern of alphabetical order used in indexes and directories · Simple punctuation including quotation marks Read and understand · High frequency words and phrases in and out of context · Basic phrases of time *The day before yesterday* *From 2:00 to 3:30* *2:00 – 3:00* · Thought groups/ prepositional phrases *From Winnipeg to Toronto* · Main idea of text and be able to locate specific information about people, places, and events Read and understand organizational patterns and purpose of text · Where to find specific information *Best before Aug 4* · What information is relevant · Whether or not writing is necessary · Where to write required information · Which type of form this is (classification) – for a want ad, car, or apartment Compare and contrast words with · Long and short vowel sounds *cap cape* *"r"* controlled vowels in single syllable words *ar,or,ir,ur,er* Multi-syllabic words *computer, weather, mirror*	Context is personally relevant. Pre-reading discussion or scaffolding is necessary in order to activate background knowledge and to present any cultural knowledge needed to understand the text. Learner demonstrates a higher degree of mastery, ease and independence with materials presented at the Phase II level. There is a wider variety of text to read Text should be · Clear and uncluttered · Up to 10 lines or items · No more than 4-step instructions Text may also include · A variety of fonts · Wrap-around print Text may be · Teacher-made · Teacher-adapted · Learner-written. Learners · Can work more independently with material at Phase II level · Are beginning to use listening and speaking strengths to aid in comprehension · Are using prior knowledge, context, and word attack skills to get meaning from text · May become easily frustrated if text is too long or not personally relevant

Sample Tasks

1. Convey messages

- Choose, copy or write information on
  - A phone conversation dialogue to prepare for an absence from school or work, stating teacher's name, classroom number and reason for absence
  - Greeting cards: A one or two word message on an appropriate card expressing thanks, congratulations, condolences, or get well wishes and sign name
  - A simplified or teacher-made memo: Complete a cloze explaining date and reason for absence from school or work

2. Record information

- Copy information from
  - A directory – 3 – 4 items
  - Yellow pages – 3 – 4 items
  - Work schedules
    Copy a week's work schedule for one worker
  - Garage sale announcement
    Copy short announcement
  - An appointment card
    Copy doctor's name, patient's name, date, time, address and phone number
- Look at pictures of people or rooms. Read sentences about the picture. Copy each sentence under the picture it describes.

3. Present information

- Fill out
  - A simplified application and registration form for summer school, doctor's office
  - Simplified bank forms-such as cheques, withdrawals, deposit slips
- Sequence a group of pictures of a daily routine. Then, find the sentence (cut up or written on board) that matches with the activity and copy the sentence beside the correct picture.
- Describe home in 2 to 3 sentences. Include a floor plan or diagram.

4. Express written ideas and feelings

- Write a menu for a class party making a list of what needs to be bought. Take into account learner's food preferences.
- Write to newcomers telling them what they need for winter in this climate.

Examples

Choose the correct sentence from the board to go with the card picture. Write it on your card. Sign your name.

Congratulations Happy Birthday
Hope you feel better soon.

Write the correct sentence on the line.

1. _____
2. _____
3. _____

B. Smith	**24 Isabel**	**774-2367**
J. Munoz	**123 William**	**567-8574**
L. Wong	**#3-69 Maple**	**678-9031**

Copy the above addresses and phone numbers.

NAME	ADDRESS	PHONE
L. Wong		
B. Smith		
J. Munoz		

Complete the journal entry using the word list you have written with your teacher.

_____

Today is a _____ day. It is very _____. I need to wear my _____. It is a good day to _____ and _____.

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages · Choose, copy or write an appropriate short message for *Greeting cards* *Happy Birthday* *With Sympathy* *Thank you* *Get Well* · A memo or notice **2. Record formatted and unformatted information** · Copy information from - Advertisements (3-5 items) - Table of Contents - Directories - Work schedules **3. Present formatted and unformatted information** · Fill out - Simplified registration or application forms for school, doctor, or library - Simplified bank forms · Match or write sentences with corresponding pictures · Write about personal situations · Match or write sentences with corresponding pictures **4. Express written ideas and feelings** · Descriptions *She has black hair.* *She is about 20 years old.* · Preferences *Do you want to meet on Monday?* *I don't need to buy apples.* *She likes to bake cakes.* *I think winters are too long.* · Personal needs *You need to wear a warm coat in winter.*	Copy · Dates, money, time · Numerals or written form of numbers · Abbreviations with period *Mr., Mrs.* *Dr., St., Ave.* · Relevant and important words from informational text · Upper and lower case letters · Days and month in order · From blackboard Use · Appropriate space between words · Checkmarks, circles, and X's as instructed · Capitals appropriately with proper names and to begin sentences · Time references correctly Today, yesterday, tomorrow · Correct form of punctuation period, question mark · Phonics to write short vowels in initial and medial position · Sight words · Invented spelling Spell personal information correctly or know where to reference Print · On line and in spaces Begin to print accurately, legibly and consistently Demonstrate understanding of · Purpose, and layout of various forms · Where to write information · Need for short answer on forms · Different types of sentences Statements, questions Take sentence dictations Sign name on appropriate line Print address and return address in appropriate place on envelope	Context is relevant and familiar. Written work often relates to pictures and realia. The text that is provided for writing task is short, simplified and usually teacher-made. A great deal of teacher guidance or scaffolding is necessary Learners can complete a writing task if a model for writing is provided such as · Student I.D. for forms · Words, phrases or sentences on blackboard or overhead · A sample story that provides a format to follow · A formulaic or well-known phrase

Sample Tasks

1. Convey messages

- Plan a party to invite friends. Fill in an invitation with appropriate information. Expand to other situations
- Fill in a simple letter cloze to a caretaker stating a problem and requesting service.
- Brainstorm with teacher for appropriate 3 - 4 word phrases to express thanks, condolences, and sympathy and get well wishes. Teacher writes phrases on board. Learners copy one and sign card in appropriate place.

2. Record information

From

- A menu – Use the same format as the menu to record items and prices
- A simplified flyer – Use the same format as the flyer to record items and prices
- An advertisement – Copy relevant information such as company name, address, items wanted and price

3. Present information

Fill out

- a simplified teacher-made form for school registration
- A deposit slip and withdrawal slip
- Brainstorm with teacher to describe learners' living rooms. Teacher writes sentences on board. Learners copy 3-4 sentences which best describe their own living rooms.

4. Express written ideas and feelings

- Write a simple note to a volunteer expressing appreciation for their help.
- From a list of 15 spring/fall cleaning chores write your own list of tasks you prefer to do. Write another list for your partner/spouse to do. Write a short note to partner/spouse about his list.
  I'll do these things.
  Maybe you'd like to...
  I should... You should... He should....
  Why don't you...? Why doesn't he ?
- Start with a feeling word and write word groups/families from dictation
  cold mold fold told sold
  care share fare stare bare
  homesick homework housework
  relax relaxing relaxed relaxation

Examples

It's a Baby Shower!
PLEASE JOIN US

For_____
Date_____
Time_____
Place_____
Given By_____

ITEM	PRICE
1 litre of milk	$0.78
2 bags of chips	$1.65
Bread	$1.58
2 Bottles of Coke	$2.50

Copy the above information on the lines.

ITEM	PRICE
_____	_____
_____	_____
_____	_____
_____	_____

From a list of 15 spring/fall cleaning chores, complete a chart with tasks you would prefer or rather not do.

Spring Cleaning

I'd prefer to...	I'd rather not...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- **clean the garage**
- **clean the oven**
- **wash the windows**
- **rake the yard**
- **clean out closets**

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages **Fill in** · Simple invitations · Simple letters · Simple notes to teacher explaining absence · Greeting cards with 3 – 4 word phrases **2. Record formatted and unformatted information** Copy relevant information from · Signs and menus · Flyers **3. Present formatted and unformatted information** Fill out · Simplified forms such as Video rental Catalogue · Cheques and deposit slips including *who, when, how much, signature* **4. Express written ideas and feelings** Write · Descriptions guided by teacher describing a person, place or thing *She's in a good mood.* *I'm looking forward to ...* · Compliments *Thank you Helen for being so kind and helpful.* · Preferences *I'd rather not clean the garage.* *I have to wash the windows.* · Personal needs *I need to pay the utility bills.* *I don't need more than $50 for the weekend.* *If I had more money, I'd..* *If I had a million dollars, I'd..*	Copy clearly and accurately · Letters, words, sentences · Numeric and written numbers · Relevant important words from informational/business text · Upper and lower case letters · Days and months · From board · Dates, money, time · Abbreviations with a period-*Ph. #, Dr., Tues., Sept.* Change uppercase to lower case and vice versa Use · Appropriate spacing between words · Time references correctly *Next, last, this, now* · Chronological order · Correct form of punctuation - period, comma, question marks, exclamation marks · Phonics to write words with long vowels with the final –e ending · Sight words, and invented spelling · Capital letters appropriately Spell personal information correctly or know where to reference Print · On line and in spaces · N/A when question is not applicable · Answers to simple questions · Address and return address on envelope · Often accurately, legibly and consistently Sign name on card in appropriate location Demonstrate understanding of · Purpose, layout, and sections of various forms · Where to write information in a variety of formats · Need for short answers on forms Distinguish between types of sentences · Statement · Question · Exclamation	Context is relevant and familiar Written word often relates to pictures and realia The text that is provided for writing task is short, often simplified or teacher-made Forms have smaller line space, less white space, and more items than initial level (8 – 12) Write 3 - 4 sentences to present information or express ideas and feelings. A great deal of teacher guidance or scaffolding is necessary Learners can complete a writing task only if a model for writing is provided such as · Student I.D. for forms · Words, phrases or sentences on blackboard or overhead · A sample story that provides the format to follow · Formulaic or well-known phrase

Sample Tasks

1. Convey messages
- Write a short note explaining an absence

2. Record information

Record relevant information from
- A school notice

3. Present information
- Compare 2 flyers from different supermarkets. Fill in a teacher-made chart comparing the prices of 4 items that are for sale in both stores
- From a monthly memo record dates and information regarding appointments and events onto a personal calendar or into a daytimer.
- Fill out simple teacher-made emergency forms
- Fill out authentic withdrawal and deposit slips
- Look at a picture of a family and fill in a cloze

4. Express written ideas and feelings
- Have learners bring in pictures of their families if appropriate. Talk about them and then write descriptions.
  This is my daughter.
  She looks like her father.
  My second daughter looks like me.
- Compare products, such as appliances, cars, snack foods and then fill in a comparison chart
- Write the do's and don'ts for a job interview in response to picture cues.
  You should arrive early.
  You shouldn't chew gum.

Examples

Brainstorm to form a list of acceptable reasons for a student to be absent from school. Write a letter to the teacher. Use the reminder list to help you with the letter.

Remember to use:
- ✓ Today's date
- ✓ Teacher's name
- ✓ Time/Date of absence
- ✓ Reason
- ✓ Signature

A student might write:

November 15, 2000

Dear Mrs. Simonson,

My son, José, was absent from school on Friday, November 12, because he had a dental appointment.

Sincerely,
Mrs. C. Garcia

Look at the flyers. Find the food named. Fill in the chart to compare the prices at two supermarkets.

Item	Price at Food World	Price at IGB
_____	_____	_____
_____	_____	_____
_____	_____	_____

Following a brainstorming session or a discussion based on pictures, write some advice for a friend who is going for a job interview. Include advice for before, during, and after the interview.

Before the interview you should____
Before the interview you shouldn't__
During the interview you should____
During the interview you shouldn't__
After the interview you should_____
After the interview you shouldn't___

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages Write · Short personal notes expressing: Thanks, congratulations, condolences, invitations · Letters expressing personal situations · Memos or notes such as a short note explaining reason for absences of learner or their children **2. Record formatted and unformatted information** Copy relevant information from · School notices · Flyers · Simple recipes · Lists of items **3. Present formatted and unformatted information** On · A wider variety of simple forms with more items Library card Emergency form · A wider variety of simple bank forms including withdrawal, deposit and transfer forms from different banks · A cheque based upon information found on a bill **4. Express written ideas and feelings** Write · Descriptions of a person or a room in a house · Personal needs *She has to see the dentist on the third.* · Preferences *They enjoy dancing more than anything.* · Personal Opinions *I think you should rest in bed and drink plenty of liquids.*	Print clearly and accurately · Dates *2/15/00, 15/02/00, Feb. 15, 2000* · Money 25¢ · Time *3:00, 3 o'clock, three o'clock* · Abbreviations with a period Demonstrate understanding of · Purpose, layout and sections of various forms · Where to write information in a variety of formats · Need for short answers on forms Distinguish between types of sentences · Statement/Question/ Exclamation Use · Time references – *before, after* · Chronological order · Correct form of punctuation Period, comma, question mark, exclamation mark · Phonics to write words with short and long vowels Compare and contrast Introduce vowel blends such as *ee, ea* · Invented spelling Print short message on card in appropriate location Complete · Fragments of short text with personal information · An envelope with address and return address appropriately Fill out forms · Using print rather than handwriting · Using pen not pencil · By printing accurately, legibly and consistently · Completely, using N/A for inapplicable information · Truthfully Understand that · Signatures are usually in cursive writing form · Words are not usually hyphenated · Each small square on a form requires one number or letter	Context is relevant and familiar Stimulus for writing should include · Some teacher-made materials as well as some simple realia such as flyers, work or transportation schedules, withdrawal and deposit slips, greeting cards Stimulus for writing may include · Personal information forms with smaller line space, less white space and more items than at developing level · Learners are beginning to write more freely. The process of free writing needs a great deal of teacher guidance at this stage. Teacher guidance takes the form of · Brainstorming with class · Activating prior knowledge · Providing models or examples · Providing interesting and relevant themes to write about Learners will understand these competencies and be able to apply them sometimes, but will often need reminders. Competency levels are not often consistent from day to day

Sample Tasks and Applications

1. Number Concepts

- Count the number of
  Words in a sentence by 1's
  Chairs in the room by 1's
  Shoes in the classroom by 2's
  Minutes in an hour by 5's
  Quarters in $5.00 by 25's
- Make a chart to show place value for ones' and tens' place

TENS	ONES	
	5	= 5
5	9	= 59
7	5	= 75

- Group candies (M&M's) from a box according to colour. Count each colour and record the information on a place value chart.
- Use dimes to count money by 10s. Because money is used everyday and for the most part people understand change, play money or real pennies make excellent starting manipulatives for understanding place value.
- Read orally the number or number sentence. Copy the number or number sentence. Listen and write the number sentence in written form.
  Read the word sentence and write it in numerals
  twelve means *12*
  Twelve plus thirteen equals twenty-five
  12 + 13 = 25
- Read and complete:
  2,____, 6, ____, 10
  25, 30, ____, 40, 45 ____
- Game: Student A thinks of a number. He writes the number on a card and gives it to the teacher. The others take turns guessing the number. After each guess the student says
  No, my number is bigger/smaller than ____.
- Write cheques using numbers and number words
- Estimate how long it takes to
  - Shop for groceries
  - Send a letter to your country
  - Brush your teeth
- Estimate
  - Your monthly food bill
  - Your monthly phone bill
  - The cost to fill up your car with gas

2. Patterns and Groups

- Use triangle pattern blocks and put together into a big triangle. Count the triangles
- Use triangle pattern blocks to make squares and rectangles
- Look at flags from learners' countries. Recognize various shapes on the flags. Count the shapes and talk about the patterns
- Brainstorm for common objects in the community that have a specific shape such as windows, rectangles, squares
  Traffic lights – circles
  Yield signs – triangles
- Which one doesn't belong? Use word lists or realia
  pig cow tree horse
- How does this group go together?
  Wheel, brake and seat are all parts of a bicycle.
- Have categories listed and have students write words under the appropriate heading.
- Learners work in groups to think of ways in which they are all the same
  We are parents.
  We are immigrants.
  We study English.
- Bring in a variety of gift wraps or fabric pieces. Discuss shapes and repetitive designs and patterns. There is a thin red stripe, a wide white stripe and a thick red stripe, then the pattern repeats.

Language Competencies	Literacy Competencies	Conditions
1. Number Concepts and Place Values **Understand counting and sequencing of whole numbers** · Count forward by 1's, 2's, 5's, 10's, 25's, and 100's to 1000 · Demonstrate the concept of place value by reading a 2 digit number and explaining the value of each digit by saying - *The digit 5 in the number 59 means 50 and in the number 75 it means 5* - *In 59 there are 9 ones and 5 tens* Or by using manipulatives, such as Base ten Blocks or Cuisennairre Rods to visually represent numbers 1 – 500. · Sequence and compare numbers and other concepts · Read, write and show an understanding of numbers in written form 1 – 100 *One, two, fourteen,,,,,,,* · Round off numbers · Estimate and compare quantities and amounts. Use reasoning required to do estimation - Inductive, deductive, spatial and visual **2. Patterns and Groups. Understand that numbers can be represented in a variety of ways. Make mathematical connections.** · Recognize and create more complex patterns · Recognize, create and label groups of items · Read and construct simple bar graphs	Understand · Counting systems and procedures Count by_____ · Cardinal numbers *One, two, three,.....* · Ordinal numbers *First, second, third...* · Accurate pronunciation of numbers *313, 330* *298, 299* *seventh, eighth* · Vocabulary related to place value. *Ones, tens, hundreds* · Words and symbols related to theme such as *Number* *Numeral* *Number sentence* *Number word[s]* *Written form* *Sequence* *Next* *Between* *Going up by _____s* *Going down by _____s* *Bigger* *Smaller* *More than* *Less than* *Greater than* > < *Round off* *Nearest* *Goes up* *Goes down* *Sort* *Weigh* *Estimate* *Estimation* *Too much* *Too little* *Not enough* *Pattern* *Label* *Circle* *Square* *Rectangle* *Parts of a _____* *In this group* *In that group* *Which group* *Bar graph* *Fill in* · Collocations *That's about right.* *Is that enough?* *A little more* *A little less* *Go together* *Belong together* *A little bit* Say a sentence to describe the activity or Math concept.	Context is immediate and relevant. Manipulatives are used to assist in the development of understanding. They do not have to be blocks that may seem childish. They can be anything that the learner can touch and explore from a piece of paper to chairs in the classroom. Count using · Money for reference and understanding · Memory · Connections – Look for patterns Use logic to see how Math is used in · Routine tasks · Students' own lives · Measurement · Shopping Information is accessed from real sources. Lack of proficiency in English may impact on concept transference from L1. Therefore, when Math labels are new vocabulary, teacher guidance is always necessary. Learners often don't recognize the skills they have that can be built upon or transferred to solve mathematical problems. To build learner confidence, learners need opportunities to share/discuss Math-related prior experiences. · A learner may feel afraid of Math and not realize that he/she is using it every day. Collaborative opportunities also develop learner confidence. Collaborate to construce bar graphs using teacher prepared sectioned paper to fill in data. Use of logic and reasoning is encouraged.

Sample Tasks and Applications

3. Operations

- Use manipulatives or games, such as Give and Take
  Take two coffee cans. Put any number of straws (e.g. 11) into the left can and none into the right can.
  Learners write the equation.
  11 + 0 = 11
  Then move the straws from the left to the right can.
  Learners write the equation.
  0 + 11 = 11
  Then learners show how to put the same operation on a calculator.
  Finally, give a variety of everyday word problems for learners to solve using problem solving steps:
  i. Listen to or read the problem carefully.
  ii. Look for relevant data and Math words.
  iii. Write a number sentence.
  iv. Perform the operation and solve the problem (addition or subtraction)

- Use manipulatives to show multiplication and division concepts. Use chairs in the classroom.
  2 rows of 10 is written *2 x 10 = 20*
  4 rows of 5 is written *4 x 5 = 20*
  From this concept apply the operations using real life examples *3 newspapers at $.75 each. 3 x 75 = $2.25.*

- Use pattern blocks to come up with equivalent fractions. Manipulate money to change the fractions into decimals. Write number sentences
  5 dimes + 3 dimes = 8 dimes
  .50 + .30 = .80
  50/100 + 30/100 = 80/100

4. Time and Temperature

- Use an analog clock with gears to show time. Talk about 2 ways of telling time.
  - Before the hour, and
  - After or past the hour

- Read a digital clock

- Use a calendar to
  - Write in appointments
  - Find family birthdays
  - Find holidays

- Complete sequences
  - June, _____, August
  - February, March, _____

- Fill in the date on forms according to instructions

Language Competencies	Literacy Competencies	Conditions
3. Operations Understand and use simple addition, subtraction and place value · Understand and solve - Double digit addition and subtraction without regrouping - *23 + 51 = 74* *57 – 34 = 23* - Double digit addition and subtraction word problems without regrouping - A more difficult addition or subtraction problem using a calculator · Write a Math equation - Horizontally in numerals and words *13 + 31 = 44* *thirteen plus thirty-one equals forty-four* - Vertically showing place value *13* *+31* *44* · Understand and show relationships between - Addition and subtraction - Addition and multiplication - Subtraction and division - Multiplication and division *3 x 4 = 12* *3 + 3 + 3 + 3 = 12* *12 – 3 – 3 – 3 – 3 = 0* *12 ÷ 3 = 4* · Understand concept of - Fractions - Decimals - Whole number equivalents *4/4 = 1* · Solve simple problems with fractions and decimals **4. Time and Temperature** · Tell/read time to the minute. · Read, write and order months, days and years · Write the date in word format or in numbers · Write the date in number format · Match temperature words to areas on the thermometer	Understand · The question in a word problem by looking for the key words and relevant data *How many male students are in the class?* *Mary had 65 ¢ in her pocket. She bought coffee for 25¢. How much money is left?* · And begin to use the vocabulary for +, -, x, and ÷ such as *Addition* *Subtraction* *Multiplication* *Division* *How many* *How much* *Word problem* *Equation* *Number sentence* *Difference* *Statement* *Is left* *In all* *Minus* *Plus* *Sum* *Total* *Symbol* *Times* *Multiply* *Divide into groups of ____.* *1/8* *one eighth* *Fractions* *Decimals* *Part* *Piece* *Whole number* *Whole* *Top number* *Bottom number* · Collocations *A quarter of the _____* *3 over 8* *All of it* *The whole thing* *What do you need to complete__?* · And pronounce accurately *¼* *one-quarter* *one fourth* *.10* *point one* *one tenth* Understand and begin to use the words related to time and temperature · Prepositions with time *at for on around in about* · Temperature words *Normal* *Weather* *Frost* *Icy* *Slippery* *Chilly* *Mild* *Melting* *Freezing* Say a sentence to describe an operation or Math concept such as: *We can multiply to find the answer.*	To solve a problem use basic facts, manipulatives and/or a calculator to find and check the answer Understanding of concepts is emphasized and evaluated before learner is asked to perform operations individually Demonstrate understanding of multiplication, division, fractions and decimals by · Showing with manipulatives · Explaining to another student · Identifying · Labelling Learners start to follow step-by-step problem solving · Understand the question · Find the data · Choose the operation · Find the answer · Check the answer Manipulatives used for fractions can be · Pattern blocks · Groups of beans, pennies, or play money · Graph paper · Teacher-made visuals for students to divide into groups ⊗⊗⊗⊗ ⊗⊗⊗⊗ ⊗⊗⊗⊗ 4/12 = 1/3 All Math examples relate to everyday situations. Learner experiences a variety of formats or types of · Clocks (analog, digital) · Calendars · Schedules · Thermometers Teacher-made worksheets to follow manipulative activities are · Clear · With short concise instructions · Uncluttered, with white space

Sample Tasks and Applications

5. Measurement

- Measure length, width, and thickness if applicable.
- Measure papers, envelopes, photos, books, and desktops.
- Group objects according to shapes, size, etc. whenever possible.
- Discuss when it is appropriate to round off the measurement and when it is necessary to have an exact measurement, such as
  Round off
  - Litres of paint for a room
  - Topsoil for the garden
  - Popcorn to pop

  Exact measurement for
  - Window blinds
  - Door frame
- Have learners find other items at home or at school to measure and record, such as a TV screen.
- Bake cookies or make soup (Cookies need exact measurement but soup measurement can be estimated).

6. Money

- Count the money after one day of selling coffee. Write down the amount of money. Write down several number sentences showing the amount of money made.
- Estimate the items you can buy for 10 dollars.
- Play simple money games, such as Monopoly, with play money.
- Role-play shopping at a store and count out change from a $20 bill to a customer.
  I need some change for the bus.
  Do you have change for a five?
- Fill out and calculate cheques, bank deposits and withdrawal slips.
- Use pictures from magazines, etc. to role-play a garage sale. Learners practice asking questions about the object and bargain.
  How old is this toaster?
  Does it work?
  Where is the plug?
  Would you take $3.50?
  How about $3.25?

Language Competencies	Literacy Competencies	Conditions
5. Measurement Understand · The purpose and use of measurement · Linear measurement and use of ruler and tape measure · Weight and use of a variety of scales · Volume and use of liquid/ dry measuring implements Understand the metric system of measurement. Recognize connection between the metric system and decimals · When precision in measurement is necessary in the workplace and at home · When rounding off or changing the measurement is appropriate. (Measurements have to be exact in baking and following building codes) And when there is leeway to be more creative (adding spices or vegetables into soup). **6. Money** · Count large amounts of coins and bills · Make change. When counting money, start from the large denominations to the small. When counting change, start from the small denominations to the large. · Recognize and count different stamp denominations · Check over receipt items and totals using a calculator · Write a cheque · Use a debit card in a secure manner · Understand services such as money orders, bank drafts, parcel insurance, long distance rates, and ambulance rates. i. What they are ii. Why they are important iii. How to buy the service	Understand · And begin to use measurement words related to the themes Metre – m Centimetre – cm Millimetre – mm Ruler Tape measure Metre stick *How long, How deep, How wide...* Weight *Kilogram – kg* *Gram – g* *Litre – l* *Millilitre – ml* *Cup* *Tablespoon – tbsp. or T* *Teaspoon – tsp. or t* *Full* *Half full* *Empty* *Nearly empty* · Understand words related to money *Change* *Cent sign ¢* *Cost* *Profit* *Decimal point .* *Dollar sign $* *Cash or charge* *Credit* *Credit card* *Debit card* *P.I.N. number* *I.D.* *Picture I.D.* *Money order* *Bank draft* *Insure a parcel* *Return address* *Long distance* *Compare prices* *Rates* *Per minute* *Per gram* *Tax* *Tip* Say a sentence to describe activity or Math concept *A door measurement needs to be exact.* *The window is __cm long and __cm wide.* *Do you have change for a five?*	More complex usage of everyday measurement. More independent usage. After practising collaboratively learners will demonstrate accurate usage of a variety of measuring implements. Pre-teaching activates prior knowledge. Mathematical connections are related to everyday experiences and lifeskills. Learners demonstrate problem solving by using measurement such as buying an area rug or table cloth. When problem solving numbers are large, a calculator is used to perform operations, check accuracy and make estimates. Use prior knowledge of money to count in English. Review questions needed in English to ask the proper questions in order to access services. Concepts are developed using · Prior knowledge · Real life concerns · Vocabulary building · Comparisons of a socio - cultural nature, such as debit cards and long distance telephone rates which may be a new experience Services such as money orders, bank drafts, parcel insurance, long distance rates are at an awareness and development stage. Concepts are difficult but learners are using these services and often falling victim to them. Use collaboration and calculators with difficult computations.

Phase III

Overview ..... page 50

Reading Phase III Initial ..... page 52

Reading Phase III Developing ..... page 54

Reading Phase III Adequate ..... page 56

Writing Phase III Initial ..... page 58

Writing Phase III Developing ..... page 60

Writing Phase III Adequate ..... page 62

Numeracy Phase III ..... page 64

VII. Phase III Overview

Global Description

Phase III ESL Literacy learners are expanding in their knowledge of the written language.
They can read and respond to a wider variety of authentic and teacher-adapted texts.

Reading

A Phase III ESL Literacy learner:
- Is becoming able to read a simple multi-paragraph story or article
- Is becoming able to read in English mostly for information, to learn more language and to develop reading skills
- Often requires re-reading and clarification
- May start to read for pleasure.

Writing

A Phase III ESL Literacy learner:
- Is beginning to convey ideas in writing within predictable contexts of everyday needs and experiences
- Is developing better control over structure, vocabulary and the mechanics of writing of paragraphs
- Still has difficulty in creative expression beyond memorized language. Use of more complex language or idioms will result in errors.
- Is learning to check own work and make corrections.

Numeracy

A Phase III ESL Literacy learner is developing:
- An ability to understand numbers and data found in the media and other formats
- An ability to problem solve and to perform the basic operations needed with ease
- An ability to understand money management and banking services
- An ability to read and construct charts and graphs.

Sociocultural and Linguistic Considerations

A Phase III ESL Literacy learner is developing an understanding of:
- Common symbols that are used at home, school, work, or business to give specific directions and/or warnings
- Schedules that Canadians use to organize their personal and family activities, such as sports, leisure, meetings, clubs
- The importance Canadians place on being involved in the community (church, parent council)
- Canadians who buy on sale, comparison shop and use coupons to save money
- The large amount of printed material that is received at home that must be read for the useful information such as time frame, fine print and conditions.
- Messages and memos that convey important information
- Invitations and conventions related to punctuality, gift giving and RSVP.

Learning Strategies

A Phase III ESL Literacy learner can:

- Use metacognitive, comprehension, and other strategies to plan for and carry out a multiskill task
- Analyze and reason to understand or create an expressive paragraph
- Take calculated risks and realize that mistakes are an opportunity for learning
- Refer to the lesson presentation left on the board for visual aid or reinforcement.

Reading Strategies

A Phase III ESL Literacy learner can:

- Understand main idea to increase comprehension of the entire text and guess the meaning of new words
- Distinguish between opinions and facts
- Relate new information in the text to prior knowledge of the topic and keep in mind the WH questions throughout the reading
- Classify new words into meaningful groups
- Use a variety of strategies to monitor and aid comprehension, such as checking other sources, using a dictionary or the Internet and taking notes
- Look at the format of a text in order to determine meaning
- Skim and scan text to find purpose or general idea of text
- Work collaboratively with classmates or volunteers to help develop reading skills
- Enhance short-term memory by re-reading and focussing on the new information
- Practice reading in real or natural setting such as reading parts of the newspaper.

Writing Strategies

A Phase III ESL Literacy learner can:

- Understand the purpose of a language task
- Recognize and use formulas and patterns
- Combine known elements of the language in new ways to produce longer or more complex sentences
- Use resources for spelling and appropriate wording
- Adjust a learned message to suit different purposes
- Edit written work either individually or in groups
- Organize a paragraph according to a topic sentence.

Numeracy Strategies

A Phase III ESL Literacy learner can:

- Use prior knowledge and mental Math to sort through steps for solving a problem
- Communicate the questions and answers with other learners
- Use deductive, inductive, spatial, visual and logical reasoning
- Organize data and interpret it in a table, chart and graph
- Solve problems by thinking about the question carefully and deciding which operations are needed. Then check over.

Sample Tasks

1. Read and understand messages
- An invitation to a birthday party or shower
- Greeting cards in clear, simple English
- A school newsletter or field trip memo
- A thank you note
- A phone message
- A memo from employer or supervisor
- A reminder from auto or residential insurance company

2. Read and understand instructions
On
- Garment labels and tags for washing instructions
- Household supply labels for use and disposal such as oven cleaner, toilet bowl cleaner, paint

3. Read and understand information
In
- Consumer information on a coupon (product, savings, expiry date, limits)
- A work schedule
- Some phone numbers of municipal, provincial and federal government offices at the end of the white pages
- Notice of a Grand Opening for a store, a school, park, cultural event
- A short job description
- Community events posters such as garage sales, a tea, a dance
- Hours of operation schedule for stores, libraries and banks
- A notice of Open House at a university, a college or a cultural event
- Modified or very simple newspaper articles
- Letter from a daycare, training program, landlord

4. Read and understand written ideas and feelings
Read a text and
- Highlight words, idioms and collocations expressing feelings such as concern, agreeing and disagreeing, positive and negative
  Look on the bright side of life.
  It was a piece of cake.
  You must be joking!
  After discussion, use the expression in a cloze exercise. Then, read about situations and choose an appropriate expression in response.
- Participate in an interactive survey or questionnaire about opinions and ideas. Learners read the questions, collect information and report to the large group

Use tongue twisters, chants, songs and poems to reinforce phonetics

Examples

MESSAGE

Date *May 26* Time *2:30*
To *Sarah*

WHILE YOU WERE OUT

Name: *Amanda*
From: *Remax*
Telephone: *882-0971*

Telephoned		Please Call	✓
Called to see you		Will Call Again	
Wants to see you		Returned your call	

MESSAGE
She'd like you to call by 5.
Where to meet?

Operator _____ Urgent ☐

MEMO

July 10, 2000

To: All Housekeeping Staff
From: Supervisor
Re: Important Things to Remeber

All employees must report to work 15 minutes before the shift begins. This will give employees time to stock carts with supplies.

Also, please be sure to knock on doors and say, "Housekeeping" before entering rooms.

1. This memo is to all _____ employees.
2. All employees must report to work ___ _____ before _____ begins.
3. This will give employees time to _____ _____ with supplies.

Language Competencies	Literacy Competencies	Conditions
1. Read and understand formatted and unformatted messages · Newsletters · Thank you notes · Postcards · Invitations · Memos or reminders · Phone messages **2. Read and understand instructions** · Garment washing labels · Household supply labels **3. Read and understand formatted and unformatted information** · A variety of schedules · Simple applications or registration forms · Short job descriptions · Posters · Very simple newspaper articles · Notices · Monthly bank statements **4. Read and interpret written ideas and feelings using words, idioms, collocations** · Emotional/physical feelings, descriptions using intensifiers *His arm is very uncomfortable in that cast.* *She's been so concerned about her son's health.* *We're both in the same boat.* · Personal preferences/needs *We'd both like to go to the ballet.* *He enjoys soccer the most and hockey the least.* *He wanted to get a job as a salesman.* *I really have to get a job soon.* *I changed my mind ...* · Personal Opinions *They disagreed with...* *I was relieved to hear...* *In my opinion...* *I'm annoyed that...* *Go for it.*	Read for meaning by using a combination of familiar words and context clues Recognize purpose of text Locate specific information · *Who* · *What* · *When* · *Where* · *Why* · *How* Understand basic grammatical structures Read and understand · Simple prose · Simple poetry · Dialogues · Where to write or find specific information on simple authentic forms, schedules and directories · Ellipsis Demonstrate an ability to compare and contrast similar features. Understand that bold or italicized word(s) are there for emphasis and as attention getters Read and compare words with · *ed* suffixes that have different pronunciations *t* sound, *id* sound, *d* sound · *ing* suffixes *helping sharing shopping* · *er, s, ies* suffixes · *less, ly, ful* suffixes · Hard and soft *g* and *c* · Diphthongs *au, al, all, au, ou,* · *ight* words *night fight sight right light*	Context is relevant Considerable white space Teacher guidance is always necessary Text should be · Clear, easy to read · In upper and lower case print · Sometimes accompanied by pictures/symbols · Sometimes a picture or symbol · In print with a varied font size or print –like handwriting Text may also include · Considerable white space · Guide words or headings · Bold print, stylized, coloured and exaggerated print · Upper and lower case print · 8 – 12 information lines · 2 to 3 paragraphs in length

Sample Tasks

1. Read and understand messages

- A postcard from a friend
- A short friendly letter
- More difficult greeting cards (Congratulations on the new job, retirement, graduation)
- Invitations such as weddings and retirements

2. Read and understand instructions

- Instructions about how to remove stains from fabric
- Instructions on medicine labels
- Instructions for a long distance call
- Instructions for using the automatic teller machine

3. Read and understand information

- Community carnival, sport announcements
- Menu from a popular family restaurant
- A simple notice (when and where new employment classes/programs begin)
- An overdue payment warning
- A parking ticket
- A variety of work assignment and duty schedules
- Labels on common store products
- Classified ads/ job ads
- Items on sale in flyers
- Public library schedules or bus schedules
- A simple formal letter or announcement from an office or agency
- A short news item
- A chart or graph then interpret the information

4. Read and interpret ideas and feelings

- Read short stories with a moral. Discuss whether learners agree or disagree with the moral. Look for idioms that express feelings. Compare these idioms and their perspectives with those in other languages
- Participate in an interactive survey/ questionnaire, read questions and
  - Collect information
  - Read and report
  - Summarize results
- Read statements on a relevant issue and indicate opinion from a 1 – 5 range such as

  Strongly disagree 1 | disagree 2 | no opinion 3 | agree 4 | strongly agree 5

Examples

Read the reduced payment options for this parking violation.

PARKING FINE	$60.00	$65.00	$70.00
If payment made between Day 1 & Day 15 fine reduced to	$15.00	$20.00	$25.00
between Day 16 & Day 30 fine reduced to	$30.00	$35.00	$40.00
Maximum 31 Days	$60.00	$65.00	$70.00

CITY OF WINNIPEG		VILLE DE WINNIPEG	
YEAR	MONTH	DAY	TIME
2000	May	25	1400
MAXIMUM FINE		MAXIMUM FINE	
01 Parking Meter Expired $60.00		03 No Stopping Any Time $70.00	
02 No Parking - Loading Zone $65.00		04 No Parking - Street Work $70.00	

PATH TO EMPLOYMENT

This programe is for adult learners who wish to build upon their academic and life skills to explore entering the workforce.

Participants will take part in

- upgrading in reading, writing and math
- employment preparation
- introduction to computer skills including the internet

The classes will be held from Monday to Friday for 10 weeks, April 3 to June 9, 2000 at 123-600 Portage Avenue. To register, or for more information, call 988-5432.

Language Competencies	Literacy Competencies	Conditions
1. Read and understand formatted and unformatted and interactional messages · Postcards · Informal letters and notes · Brief formal letters · Greeting cards · Invitations · Announcements **2. Read and understand instructions** · *How to* instructions **3. Read and understand formatted and unformatted information** · Labels · Classified ads · Flyers · Schedules · Notices · Warnings · Simple news items · Business forms · Maps **4. Read and interpret written ideas and feelings using words, idioms and collocations** · Emotional/physical feelings and descriptions *The boss was really annoyed about the late shipment.* *The mall was quite crowded.* *I wish I could see my mother.* *Like father, like son.* *It's getting on my nerves.* · Personal preferences/needs *She doesn't like soap operas and I don't either.* *He'd rather be playing soccer.* · Personal Opinions *I wouldn't trust him an inch.* *I'm sorry but I don't agree.* *I strongly disagree.* *She's absolutely right.* · Conditionals *If I had a million dollars...* *If I had more time...*	Demonstrate comprehension and ability to act on the text Understand written signals of · Time · Frequency · Sequence · Location · Movement · Manner Have a developing competence of grammatical structures encountered in Phase III text. Read and understand where to write or find more complex information on a number of · Forms · Schedules · Directories Read and understand · Simple prose · Simple poetry · Chants · Children's stories · Dialogues Demonstrate an ability to · Compare facts · Understand purpose and general idea of text · Recognize common words in and out of context Read and compare words with vowel digraphs and diphthongs · *ai, ay, ei, eigh,* · *ee, ea, ey, ie* · *igh, y* (as in *cry*) *i* (as in *mind*) · *oa, ow* (*snow*) *o* (*cold*) · *ui, oo* (*room*) *ew* (*blew*) *ou* (*youth*) *ui* (*suit*	Context is relevant Teacher guidance is usually necessary Text should be · In upper and lower case print · Occasionally accompanied by pictures/ symbols · Longer with more to read Text may also include · Print with varied font size or print-like handwriting · Less white space and more text · Guide words or headings · 10 – 15 information lines in formatted text · 3 – 5 paragraphs in length

Sample Tasks

1. Read and understand messages

- E-mail messages - from, to, subject, date
- A cover letter
- A thank you note following a job interview
- A reference letter
- A letter of complaint
- A letter of commendation
- A letter of congratulations

2. Read and understand instructions

On routine tasks such as

- Seasonal car maintenance, home maintenance
- Preparation instructions on ready-made foods
- Lunch room duties, rules and regulations at work or school

3. Read and understand information

On

- A pay slip
- A government organizational chart or schedule
- A resume
- A descriptive job posting or opening
- A newspaper job advertisement to find details about qualification requirements, conditions offered and application procedures
- A leisure guide
- A continuing education schedule
- Maps and legends
- Brochures, leaflets, public announcements
- A more complex chart or graph and interpret the data
- Junk mail to sort into 'must read', 'needs attention' and 'recycle'

4. Read and interpret ideas and feelings

In

- A short poem, song lyrics or chant
- A children's story
- Pro and con opinions on a relevant issue such as smoking in bars and restaurants. Take a position and give reasons to defend your choice.
- Ads for items such as cars, perfume. Discuss whom they appeal to and why.
- Logos to determine what they mean and what message they try to portray.
  You deserve a break today.
  Come home to...
  Friendly Manitoba
  You can make a difference.

Examples

From: Louise.Edwards@mbnet.mb.ca>
To: sstewart@MINET.gov.MB.CA
Subject: Hi
Date: Thu, 25 May 2000 10:17:00 -0400
X-Mailer: Internet Mail Service (5.5.2650.21)

Haven't heard from you for awhile. Hope you had a good weekend. Drop me a line when you have time.

L.

This is the body of a cover letter that would be sent with a resume. Read it carefully.

I have heard about the recent expansion to your clubhouse at Happy Valley. Perhaps the club is looking for another cook.

- I have fifteen years experience as an assistant cook and two years experience as a head cook at the Ramada Inn.
- I have supervised a junior staff of three in salad and vegetable preparation.
- I take great care and pride in all food preparation and presentation. My employers have always praised my high standards.

Enclosed is my resume. I am on good terms with my present employer but I would like more responsibility in a larger kitchen. I look forward to possibly meeting with you at your convenience to discuss how my skills could be of service to your club.

24 HR. GAS/CONVENIENCE STORE req. F.T. fuel desk clerk for days, evgs. & weekends. Also req. F.T. maint. for evgs. & weekends. Above average wages. Apply in person Joe's Gas, 1425 Portage.

Language Competencies	Literacy Competencies	Conditions
1. Read and understand formatted and unformatted messages · E-mail messages · Cover letters · Letters of complaint · Letters of commendation · Letters of congratulations **2. Read and understand instructions** On · Routine tasks such as seasonal maintenance and preparation instructions **3. Read and understand formatted and unformatted information** · Job postings or advertisements · Pay slips · Charts or schedules · Guides or calendars · Maps and legends · Brochures, leaflets, or announcements · Junk mail · Movie listings **4. Read and interpret written ideas and feelings using words, idioms and collocations** · Emotional/physical feelings and descriptions *It's been extremely hot lately.* *They were terribly upset about the break-in.* *She hopes to travel.* *He overcame his bitter feelings.* · Personal preferences/needs *I'd prefer not to answer that.* *She has to cope with a lot.* *He has a burning ambition to...* · Personal Opinions *The public generally agrees with the smoking ban.* *I definitely think that crime is on the increase.* *My advice to you is to take one day at a time.* *He missed the boat that time.*	Demonstrate comprehension and ability to act on the text. Understand more complex written signals of · Time · Frequency · Sequence · Duration · Location · Movement · Manner Read and understand connectors such as because, although, therefore, however. Understand more complex, though still relatively basic, grammatical structures Demonstrate an ability to · Predict · Guess new words in familiar context · Understand general idea or purpose of text · Identify texts on the same topic and compare facts Read and understand/interpret · Language used to express opinions or editorials, persuasion, agreement and disagreement, complaints, advice and frustration · Simple narrative, biographical or descriptive prose that can be related to personal experience · A short poem, song lyrics or chant · A children's story Read and compare words with · Prefixes such as *re un dis anti* · Diphthongs such as *oi (boil) oy (boy)* *ow (owl) ou (out)* *au (jaw) all (ball)* · Consonant digraphs *wr (wrap) kn (knife)*	Context is relevant Some teacher guidance is necessary. At other times teacher simply facilitates learners' individual or collaborative reading activity. Text should be · Upper and lower case print · Occasionally accompanied by pictures or symbols · Longer · At a higher reading level Text may also include · More text · Smaller print or fine print on the bottom of a document · Footnotes · Guide words or headings · Print with varied fonts and sizes or clear handwriting · Broader text reference such as in forms *DO NOT WRITE IN THIS AREA* · Small newspaper type print, such as TV Guide · 15 – 20 information lines · Approximately one page in length Learner is · Becoming a more confident and independent reader · Building a much larger bank of sight words · Using a wider variety of strategies for reading · Reading silently · Reading more quickly (though usually much slower than a reader in the regular stream of ESL reading classes) · Reading more English outside of the classroom

80

Sample Tasks

1. Convey messages

Write, using a model

- A simple invitation
- A thank you note for a gift, a visit or for help
- A postcard to a friend back home
- A community centre newsletter item including name of event, date, time, place and cost
- Get well wishes such as
  Hope you are well again soon
  Take good care of yourself
- A letter inquiring about a mistake on a bill
- A reminder about a meeting starting time, place or purpose
- A 'To Do' list

2. Record information

Record relevant information from

- An airline or bus schedule
- Yellow pages of telephone directory
- Notices re: auction sale, meeting, special events
- A dictionary entry such as meaning of a word, part of speech

3. Present information

On

- An emergency information card
- A bank withdrawal slip
- A job application form
- A water/hydro meter reading card
- A short notice advertising an item for sale, help wanted, service offered or lost and found
- A short history of past work experience using documents for reference if available

4. Express written ideas and feelings

Write

- A short description of a special person who has had an impact on your life. State a topic sentence and give reasons why this person was so special.
- One paragraph to include key points following an oral interview/ presentation
- Advice to solve a personal problem stated in a newspaper advice column
  I think you should...because...
  Why don't you...
  You'd better...
  She was probably annoyed at you.

Examples

123 Elm Street
Winnipeg R3N 3N4
June 14, 2000

Centra Gas Manitoba
PO Box 9100
Winnipeg, MB R3C 4X8

Dear Sir or Madam:

There is a problem with the bill I just received. It is much higher than my last bill. I have enclosed a copy. Please look into this and send me a corrected bill.

Sincerely,

Karen Halgren

EMERGENCY FORM

Name:_____
(last, first, middle)
Date of Birth:_____ Gender: M/F
(day, month, year)
Address:_____

_____

Phone:(home)_____(work)_____
First Language:_____
Country of Origin:_____

EMERGENCY CONTACT

Name:_____ Phone:_____
Relationship:_____

Language Competencies

1. **Convey formatted and unformatted messages**
   Write
   - An invitation
   - A thank you note
   - A postcard
   - A newsletter item or memo
   - Short simple sentence or appropriate expression on a greeting card
   - A note requesting service
   - A reminder to yourself
   - A phone message

2. **Record formatted and unformatted information**
   From
   - Dictionaries
   - Directories
   - A variety or schedules such as bus or work
   - Notices
   - Job postings

3. **Present formatted and unformatted information**
   On
   - Simple authentic application or registration forms
   - Simple authentic bank forms
   - Simple ads
   - A personal bank transaction record

4. **Express written ideas and feelings using words, idioms and collocations**
   - Describe personal or familiar situations or events
   - Describe experiences or events in the past
     I remember when...
     She always said I should...
     I understand now but...
   - Describe a plan or intent for the future
   - Write a list of key points following an oral interview/ presentation
   - Write a list or outline of your thoughts or feelings about an event
   - Describe a person's physical and personality characteristics

Literacy Competencies

Record information
- For personal use or to complete other texts
- From schedules, notices, other materials

Copy text clearly and accurately including
- Upper and lower case
- Capitalization and punctuation
- Numbers and abbreviations
- Spelling

Understand and
- Capitalize proper nouns
- Write/print on the lines and in the spaces
- Use check marks, circles, or *X's* as instructed
- Write N/A if question doesn't apply
- Print in pen on important and legal documents
- Sign in writing with pen
- Write a number of one clause sentences about self, family or other highly familiar topics and relevant experiences
- Describe daily routines, people, objects, places, situations and events using familiar words, memorized language stock, simple learned phrases with basic tenses and structures
- Write sequencing phrases
  After that...
  The next step...
  Finally...
- Take simple dictation of sentences relating to themes

Conditions

Context is relevant

Written work often relates to pictures and realia

Written work should be
- Legible
- In upper and lower case print/ handwriting
- Guided by teacher

Written work may also have
- 7 to 10 information lines, items or boxes in a formatted text
- Up to 7 sentences or one paragraph
- Paragraph format with indented or block style

Written work on the computer may also include
- Different fonts
- Bold or highlighted print

Pre-writing discussion or activities are always done before writing

Unfamiliar words and phrases are written on board

Sample Tasks

1. Convey messages

- An announcement of a new baby, new job, new home, retirement or engagement
- An expression of sympathy such as
  Wishing you strength and love at this very difficult time
  Our hearts go out to you
- A note to your child's teacher about an absence or a problem
- A letter requesting information such as travel brochures or field trip information
- A letter to cancel a contract, service or subscription
- A letter of complaint about a billing error such as gas or hydro
- A schedule for your activities and appointments every day for a week

Fill out

- A parental consent form for a school activity

2. Record information

From

- A recipe
- Supervisor's instructions including tasks/ specific details
- Instructions for use of an electrical appliance manual e.g. a coffee maker or an electric fry pan

3. Present information

On

- Simple job application form
- Registration form for a computer course
- Medical information form
- Library card application
- Work or car accident report
- Map of Canada - names of provinces, territories and capitals

4. Express written ideas and feelings

- A longer description of past work experience or holiday celebration
- A paragraph following an interview with a principal or work supervisor
- A paragraph to explain relevant information from a presentation or video
- A letter to a friend about your first impressions of Canada
- 2 similar letters to caretaker. One will ask for a service in a very polite manner. A second letter will have a more insistent manner because the service has been ignored.

Examples

LIBRARY CARD APPLICATION

PLEASE PRINT CLEARLY
IDENTIFICATION WITH CURRENT ADDRESS MUST BE SHOWN BEFORE A CARD IS ISSUED

LAST NAME _____

FIRST NAME _____

PHONE _____

MAILING ADDRESS _____

_____

_____

_____

HOME ADDRESS
(IF NOT SAME AS ABOVE) _____

LAST ADDRESS
(IF CHANGED WITHIN LAST YEAR) _____

EMPLOYER _____

WORK ADDRESS _____

_____

STATEMENT OF RESPONSIBILITY BY LIBRARY USERS
(13 AND OLDER)

"I AGREE TO FOLLOW LIBRARY POLICIES AND TO PAY FOR ALL OVERDUE, LOST OR DAMAGED MATERIALS BORROWED ON THIS CARD."

SIGNATURE _____

Add the following information to the complaint letter

1. Today's date
2. Name of your landlord
3. Choose one - today
   - by Friday
   - as soon as possible
4. Your signature

_____
1.

Dear _____,
2.

I contacted you last week about a problem with a leaky sink. I have not yet heard from you.

Please get in touch with me

_____.
3.

The problem is getting worse.

Sincerely,

_____
4.

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages Write · Announcements · Longer more complex sentences or idiomatic expressions on greeting cards · Notes to your child's teacher · Notes to supervisor or fellow worker · Brief business letters · Cover letters · Entries in a daily planner **2. Record formatted and unformatted information** From · Recipes · Instructions · Manuals **3. Present formatted and unformatted information** On · Simple authentic application or registration forms · Simple authentic bank slips with fewer high frequency items and some new personal data information · Map sketches **4. Express written ideas and feelings in words, idioms and collocations** · Daily or weekly journals · Short friendly and business letters · Reviews of movies or TV programs	Record · Text clearly and accurately · A set of simple instructions or a simple message Fill out simple authentic application forms and bank slips Understand and write personal data information in forms and slips including numbers, digits and words as required · Use N/A if a question does not apply to situation · Use capital letters and punctuation as required · Describe present situations or events in the past Understand and · Convey main idea using a topic sentence and supporting sentences · Use more descriptive vocabulary for physical attributes, use, function, perception of loss, sound, taste, smell, texture, · Write short letters and notes · Complete a standard greeting card or envelope appropriately · Put together a number of statements about self, family or other highly familiar topics and relevant personal experiences · Write sequencing phrases *And also...* *In conclusion...* · Take dictations related to themes or news items	Context is relevant Pre-writing discussion is used to develop ideas, introduce metaphorical language, or assist in structuring the text Written work should be · Legible · Longer than before Written work may also have · Bold or highlighted print · More descriptive language · Fewer errors in spelling and grammar · 10 – 15 formatted information lines, items or digit spaces · 2 – 3 paragraphs in length · Paragraph format with indented or block style

Sample Tasks

1. Convey messages

Write

- A formal invitation to an honoured guest such as a city official, school administrator or a celebrity asking them to attend a special event
- An accurate e-mail address, subject, and letter including all symbols such as @ and punctuation such as dot.
- A letter to cancel a social function
- A letter to convey sympathy to a person whose relative passed away
- A letter of invitation to a group or family function including directions
- A letter of regret to decline an invitation.
- A note to a relieving employee about tasks completed on shift
- A cover letter to accompany resume
- A thank you letter to an employer for an interview
- A memo to employees regarding procedure, safety or important announcements

2. Record information

From

- A public health brochure
- An oral presentation e.g. Fire Safety Officer
- A lunch order after listening to a taped conversation between a customer and a waitress

3. Present information

On

- Application form for S.I.N card
- Direct Deposit request slip
- Job application form
- Change of mailing address request form
- Customer section of work order for car repairs
- An educational or government system chart
- An organizational chart to show data about a company, institution or agency
- Key points from a brief written message

4. Express written ideas and feelings

- A daily or weekly record or log book
- A journal entry to describe challenges of being a newcomer
- A description of native country
- A review of a book, movie, or TV show based on suitability for children, sociocultural comparisons, or action adventure
- A letter to the editor about a political decision discussed in class
- A report comparing and contrasting the physical geography, educational or medical systems in two countries

Examples

DIRECT DEPOSIT APPLICATION
for Employment Insurance Benefits

A – PERSONAL INFORMATION														
2	Family Name													
3	Address													
B – REQUESTED INFORMATION														
6	Check (✓) one only													
	Effective Date													
C – FINANCIAL INSTITUTION INFORMATION														
DIRECT DEPOSIT ROUTING NO.														
7	Branch No.				8	Inst. No.			9	Account				

Name(s) of the other Account Holder(s) if a joint

July 18, 2000

George Annopolis
Manager
Papa George's Restaurant
93 Osborne Street
Winnipeg MB R3B 5N7

Dear Mr. Annopolis:

Just a brief note to thank you for my interview on July 17, 2000. I am very excited about the possibility of working for Papa George's. This position is exactly what I have been looking for and I sincerely hope I am the person you are looking for as well. As I mentioned in the interview, I have 5 years experience in the restaurant business. If you have any questions, please feel free to contact me at 785-2139.

Thank you again and I hope to hear from you soon.

Yours truly,

Delia Mores

Language Competencies	Literacy Competencies	Conditions
1. Convey formatted and unformatted messages Write · Formal invitations · An e-mail address, subject, and letter · Letters of regret, apology or cancellation · Letters of invitation including directions · Cover letters **2. Record formatted and unformatted information** From · Live or recorded telephone messages · Oral presentations · Restaurant orders **3. Present formatted and unformatted information** On · Charts for information overview · Timelines for sequencing information **4. Express written ideas and feelings in words, idioms and collocations** Write · A personal journal entry · A brief report about a relevant topic · A letter of advice or opinion · A description of a car accident · A review of a book, movie, or TV program · A short editorial expressing an opinion and stating reasons	Can · Record from a presentation or tape two or three key words or phrases indicating important information or main idea · Write down everyday live or recorded phone messages · Begin to reproduce information sequentially with accurate key points · Record names, addresses, numbers, dates, times, directions · Spell a larger number of familiar words correctly · Use punctuation correctly · Use more complex sentences with connecting words, such as *however, although* Write · Personal data information in some authentic forms · Or print an invitation note to someone which includes minimum required information · A brief report on a relevant topic · A beginning, a middle and an end with proper sequencing of events · Convey main ideas relatively clearly using topic and supporting sentences · Notes based on a presentation or TV documentary	Context is relevant Pre-writing discussion · Usually occurs with unfamiliar words and phrases written on the board · Includes brainstorming, activating background knowledge, and relating/ comparing to Canadian culture Written work should be · Legible · 15 to 20 information lines, boxes, or digit spaces in formatted text · 3 – 5 unformatted paragraphs Written work may also have · More complex syntax, more vocabulary and some idiomatic language · Paragraph format, indented or block style Learner is beginning to write independently

Sample Tasks and Applications

1. Number Concepts

- Sort numbers into categories using one or more attributes. From a list of numbers
  - Circle numbers that are multiples of 5.
  - Underline numbers that have a 2 in the tens' place.
  - Put a box around numbers that are multiples of 25.
  - Count minutes after the hour by 5's.
- Count by decades, centuries and millennia. How many centuries are there from 1 to 2000?
- Rounding off numbers. Use a timeline to record the years of birth for each family member.
- Look in the newspaper and find numbers.
  - Circle the number.
  - Find out what the number signifies.
- Develop 'number' questionnaires with students
  - Number of learners in the school
  - Number of countries represented in the program
  - Number of hours we will study this term
- Use a variety of graphs to represent numbers
  - Pictographs
  - Bar graphs
  - Circle graphs
  - Coordinate graphs
- Compare minutes it takes learners to come to school
- Understand the relationship between speed limit and distance travelled
- Write the population of cities/ provinces, discuss place value, and order from smallest to largest
- Discuss municipal, provincial and federal budgets.
  The debt is _____billion dollars.
  Highways will cost _____billion to build and repair.
  There will be _____more million put into health care in 2000.
- Discuss and record production numbers on a chart
  Cars made in Canada
  Coins minted in Winnipeg
  Items manufactured in your factory
  Tonnes of wheat/canola exported

2. Patterns and Groups

- Phone numbers have a pattern: 3-digit prefix plus 4 digits and a 3-digit area code. Record learners' phone numbers. Do people living in the same area have the same first 3 digits? There are many different area codes around the world. Use the phone book to scan for codes of specific cities/provinces/states.
- Find and discuss number patterns:
  30, 300, 3000
  11, 22, 33, 44
  4, 8, 12, 16
  Numbers on family health cards, drivers' licences, in catalogues, in postal codes, S.I.N.'s
- Understand number codes in automobile registration, student numbers, model numbers on electronics, appliances, etc
- Classify foods into categories: grains, fruits and vegetables, milk, meat and alternatives
- Make comparisons
  - Compare nutrients found in packaged foods
- Read and locate streets and specific location on a city or provincial map. Look in the index for the name and coordinate code. Tell your partner to name the specific location at **B9.** Use coordinating grids to find the street or location:
  Assiniboine Park at B 9, Ottawa at 22E
- Find and calculate the distance using a highway map distance chart
- Read a train or bus schedule. Estimate the time needed to catch it on time.
- Record temperatures over a one-month period on a grid graph. Draw a line connecting all the temperatures. Analyze the high and low periods. Record the maximum and minimum temperature.
- Learn about latitude and longitude coordinates. Find the coordinates for one's native country. What latitude is the long border between Canada and the U.S.?
- Organize and describe shapes/patterns in terms of space, background, repetition of pattern, size, etc, in
  - Art/visual displays
  - Fabric design/weavings
  - Layout of buildings
  - Furniture arrangement

Language Competencies	Literacy Competencies	Conditions
1. Number Concept and Place Value Understand · Multiples of 2, 5, 10, 25, & 100 · Even and odd numbers · Applicable number patterns i. Count forward and backward by 1's, 2's, 5's, 10's, 25's, 100's, and 1000s+ ii. Demonstrate the concept of place value 4+ digits by explaining the value of each digit in a number 5, 916 = 5 thousands 9 hundreds 1 ten 6 ones iii. Read, write, and show an understanding of numbers in written form from 0 to 1000+. iv. Order and compare numbers. v. Estimate large quantities and numbers up to - Thousands - Millions+ vi. Distinguish between situations requiring approximate and exact numbers. **2. Patterns and Groups** i. Recognize and create complex patterns · To develop organizational abilities · To make judgements and decisions · To propose solutions · To see information in a new (visual) way · To explain a concept · To recognize the integral patterns in design, music, art ii. Understand and find codes. iii. Recognize and · Create and label groups of items · Interpret and classify data · Gather, organize, display and interpret quantitative information by reading and creating moderately complex graphs · Compare different types of graphs.	Pronounce large numbers accurately. Say correctly with appropriate stress and intonation · Year of birth or other important dates · Phone numbers · 4 digit addresses · 9 digit S.I.N. numbers Understand and interpret numbers seen in newspapers · 1,500,000 · 1.5 million Explain reasoning to justify the answer orally or in simple written form to answer · *How did you get your answer?* · *Why did you do it that way?* Use language to describe · Patterning and grouping · The qualities or quantities of a group · The purpose, the problem, the proposed solution, and the Math concept · What the code means such as - *Student # 23458* - *Grade A chicken* - Course ID# - *Math 40S* · A graphed city map Understand and use · Vocabulary related to themes Range Locate Coordinates A – 9 Intersect Percent % Maximum Minimum Number of _____ Plus Minus · Directional prepositions	To physically represent large numbers use manipulatives To understand and solve real-life problem situations use · Logic, prior knowledge and reasoning · Concrete materials Information is accessed from real sources. Communicate using oral and written forms of numbers. Collaborative opportunities develop · Learner confidence · The ability to explain concepts to another learner Work with concrete ideas to understand the problem. Discussion and sharing of discoveries and solutions help learners understand the problem and learn how to solve it in a variety of ways. To understand codes use · Prior knowledge · Divergent thinking (good guesses) Estimation is used to make the numbers easier to graph and classify. Alternative graph types are explored in order to apply one that will display the data most clearly. Different colours are used to record different data such as · Red – daily maximum temperature · Blue – daily minimum temperature

Sample Tasks and Applications

3. Operations

- Use coins or play money to describe ¾ of a dollar, .9 of a dollar, .45 of a dollar, 1/20 of a dollar, 80/100 of a dollar.
- Record the height of all students in the class, then estimate and find the average height.
- Calculate how much gas you would use in one year if you put in 30 litres a week. How much would it cost at 60.5¢ a litre?
- Find out the cost of one pack of cigarettes. If a person smoked one pack a day, how much would they spend in one week, one year, ten years?
- Keeping monthly income in mind, put fractions or decimals beside the items in a monthly budget:
  Food – 25%, Rent – 30%
  Transportation – 5% Utilities – 1/6 of income
- Compare and contrast the prices of new and used cars. Add taxes to get the total cost.
- Have students find the prices of 10 pre-selected grocery items at a variety of stores. Compare the prices of each item. Add all 10 items together for totals. Which store was more/less expensive?
- A group of 2 or 3 students simulate ordering off a menu. Calculate the bill, find tax, total bill and decide how much the tip should be.
- Check a real or sample pay stub to verify its accuracy. Calculate the daily, weekly, monthly wage. Perform operations to find the gross salary. Add up deductions. Subtract deductions to find Net Pay.
- Learners use calculators to generate equivalent decimals for fractions such as ¼, ¾, 1/5, 10/100, 1/100
- Rename ¼ = 2/8, ¾ = 12/16
- Make a recipe using measuring tools 250g, 100ml.

4. Time and Temperature

- Look at work time sheets. Calculate total hours worked in a week and multiply by the hourly wage to find gross pay for the week.
- If you drive an average of 100 km/h, how long would it take to drive to Brandon, Regina, Ottawa from Winnipeg?
- Compare life in 2000 with life one decade ago, half a century ago and one century ago.
- Look at a 6-day cycle school calendar. Discuss and find specific events and activities on the calendar. Why do schools sometimes use a 6-day cycle?
- Discuss holidays or events such as New Year's Day. In what season does it occur? What date is it celebrated? Compare a similar holiday in your country.
- Read a variety of thermometers (weather, body, or meat)
- Record temperature data on a graph or calendar
- Understand time-related expressions such as *quarter to, ten after two, half past six.*
- Say and write birth dates of self and family members. Calculate age differences.
- Discuss and compare daily or weekly personal schedules. Talk about appointments, work hours, meal times, errands to run.
- Listen, read or write numbers from a weather forecast chart, such as temperatures, windchill, and rainfall.
- Compare Celsius and Fahrenheit temperature readings.
- Discuss dangerous weather and how to avoid or react to situations such as tornadoes, winter storms and spring melt on rivers.

Language Competencies	Literacy Competencies	Conditions
3. Operations Understand · Reasoning to follow steps to solve a problem. Perform multi-digit addition, subtraction, multiplication and division (with regrouping) · Fractions as part of a whole · Fractions as parts of a group · Decimals for 10ths and 100ths · Percentage · Ratio **4. Time and Temperature** Understand · Short periods of time such as waiting for the bus · General periods of time *Century, Millennium, Semester, Childhood, Term* · Periods of time related to employment/school · The indefinite nature of time and related metaphoric expressions · And read a variety of thermometers · And relate predictions to actual temperatures · And consider how the time of day affects temperatures Understand · And record temperatures less than *0°C -26°C* · The ultraviolet (UV) ratings · The importance of - Reading natural weather signals - Listening to the weather forecast in order to avoid danger during weather hazards	Develop appropriate listening, speaking, reading and writing skills necessary for communicating in a variety of settings. Use language to describe · The steps to solve a problem in collaborative and whole class groups - Say what the problem is - What data is important - What operation can be used - Solve the problem - Look back to check accuracy · Operations *Multiply by Divide by* *The answer is* *Remainder Left over* *Calculate* *Do the calculations* · Uses of percentages and ratios - Calculate various taxes - Household budget (% for rent, food, utilities) - Sale items (30% off) - Health, community statistics - School marks (% and grade point averages) - Grocery coupons · Fractions and ratios *Proportion* *Numerator* *Denominator* *Whole number* *Improper fraction* *Mixed number* · Collocations *One out of three* *One to three (1:3)* *Point – 2.5 (two point five)* · Temperature Weather thermometers Body thermometers Meat and candy thermometers Read and understand the daily forecast available in the newspaper, on TV and on the Internet.	Use a calculator · If numbers are large · If learner needs this aid · To convert fractions to decimals · To multiply and divide fractions Aids can be used to visualize a problem on worksheets, diagrams, charts and graphs Calculations always relate to relevant situations Regrouping is performed using prior knowledge of place value and renaming. Oral and written word problems are used More complex mental Math is encouraged – especially problems that require logical thinking. Understanding of fractions and decimals is demonstrated by · Reading and writing in words and numerals · Using place value of decimals · Comparing and ordering · Performing operations (+, -, x, ÷) using a calculator if necessary Demonstrate percentage use by · Showing that a percentage is part of 100 · Estimating percentages · Renaming percents, fractions and decimals Demonstrate ratio use by · Showing with manipulatives · Explaining to another student the concept of ratio and percentage · Relating fractions to parts · Showing equivalent ratio/ fractions

Sample Tasks and Applications

5. Measurement

- Plan a redecorating project of a bedroom. You will paper one wall and paint 3 walls. The length, width and height of the room need to be measured. Read the can of paint to see how much area it covers. Consider also that matching wallpaper patterns means you have to buy extra.
- Height is sometimes described in feet and inches. Convert 6 feet one inch to centimetres.
- Canada previously used pounds for weight measures. Many people still convert to pounds or use the words such as a pound of butter. Estimate how many kg are in 10 lb. of potatoes.
- Total kilometres for a round trip from Winnipeg to Regina and back to Winnipeg. One must remember to write down the starting odometer reading.
- Reading the total weight and price per kilogram of a package of meat.
- Use a chart to compare miles to Km.
  60 miles = 100 kilometres (approx.)
  60 mph = 100 km/h (approx.)
- Estimate and calculate
  - How much material to buy for
    Sewing a shirt
    Building a fence
    Buying wall-to-wall carpet for living room
- Write a measurement problem for building a fence or for finding the distance your child swam in the swim-a-thon
- Measure length of a nail or bolt to the nearest millimetre

6. Money

- Read a simplified chart of a municipal, provincial or federal budget. How much money is spent per year on health care, education, highways, police, etc? What is the total budget?
- Read a circle graph illustrating how your tax dollar is spent.
- Compare annual expenditures on health care with other provinces by using a bar graph.
- Read a simple monthly budget. As a group make a simple budget for a family.
- Discuss, collect and record data on borrowing $1000 from a bank, a credit card, or money market. Compare the various interest rates and total cost of borrowing for a one-year period.
- Work in groups to discuss options that they would like to have in a washing machine. Check with Consumer Reports for recommendations. Check around for the best value on the type of machine they want.
- Make a list of school supplies, estimate cost for each item and total. Compare your estimates with actual bill. Where and when can you buy school supplies on sale?
- Calculate change from coins and bills of different denominations.
- Calculate total cost (including taxes) of a new or used car, a pair of shoes, a new mattress or a home repair.
- Look at rental ads and compare total cost of different apartments. Are utilities included or extra? Consider transportation cost vs. walking or car-pooling.

Language Competencies	Literacy Competencies	Conditions
5. Measurement · Understand purpose and use of more complex measurements · Use tools to find the measurements · Understand and use measurement tools related to vehicles · Understand and estimate the difference between Imperial and Metric systems of measurement **6. Money** · Count large quantities of money such as money withdrawn from bank · Make change from bills up to $200. · Estimate - How much items will cost such as a used car - How much a list of things will cost such as school supplies and clothing - How much change will be received *Pay for $25. gas with two $20. bills* · Read, understand and make a simple budget for a family Consider - Housing - Food - Clothing - Utilities · Understand banking services - Kinds of accounts - Interest - NSF cheques or overdrafts - Procedures on banking machines - Importance and how to maintain a good credit rating	Understand and use measurement words related to the themes *Speed limits* *Approximately* *Stopping distance* *Odometer* *Gas gauge* *Air pressure* *Dip stick* *Full – empty* · Collocations *A fill up (of gas)* *Fill it up* *Your oil is OK.* *You're down a litre.* *A day's drive* *It converts to...* *That's exactly 85 cm.* Use appropriate intonation patterns for amounts of money. Understand and use vocabulary related to theme *Quality* *Afford* *Over budget* *Expenses* *Miscellaneous* *Impulse buying* *Entertainment* In order to ask appropriate questions to access service, learners need to · Use the correct question word · Use the correct word order · Learn the correct vocabulary · Ask a service provider to repeat for clarification · Modify the question if necessary	Understand that estimates are used to make decisions about · Whether to buy new or used · Which item to buy considering price and quality · Which groceries to buy to stay within a $100 limit · Gifts · Holidays

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